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ABSTRACT

The report summarizes a 2-year project to train personnel in California agencies, facilities, schools and state hospitals in the principles of Try Another Way, a normalization-geared approach using systematic task analysis to teach moderately to profoundly retarded and severely developmentally disabled persons. The report's first three sections discuss the purpose, goals, strategies, and interlocking roles of the project. A fourth chapter describes the results of the project's impact on the California service system and the impact that training had on agency clients. An evaluation of the project's strengths and weaknesses is followed by recommendations to departments of state government, human service agencies, and individual trainers. Among six appendixes are a list of completed task analyses and objectives for participants and a task analysis rating system. (CL)

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Try Another Way in California

Final Report of
The California Project

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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DEDICATION

This document is dedicated to Ed Roberts as well as submitted to him as the Director of California's Department of Rehabilitation. We're glad Ed's "preferred future" for people with disabilities included a spot for our work. We know we worked even harder because he bet that we could do it.

PREFACE

During the early months of 1976, Marc Gold delivered a three-day Try Another Way conference in Los Angeles. The training conference -- one of a continuing series Marc presents throughout North America -- was attended by over 500 people who came to hear about new ways to view, understand, and train people who are identified as having developmental disabilities. These conferences typically generate a good deal of enthusiasm among the people who attend, and the 1976 Los Angeles conference was no exception.

Dr. William Bronston attended that conference and came away enthused. At the time, Bill Bronston was Medical Director in the developmental services component of the California Department of Health. When he returned to Sacramento, Bill shared his enthusiasm with Edward Roberts who had assumed the position of Director of the California Department of Rehabilitation. After hearing more about the training approach Marc Gold had put together, Ed Roberts became intrigued. Marc's approach fit into Ed Roberts' own strategy of increasing the participation of people with severe disabilities in the mainstream of rehabilitation services in California. He needed a vehicle, however, for demonstrating that greater involvement would benefit both the recipient and the provider of services.

In the early spring of 1976, a number of brainstorming meetings were held in quick succession to consider ways of mounting a statewide effort to establish the Try Another Way approach in a variety of service organizations. In order to work with the State of California on a legal basis, Marc Gold formed a corporation. While contract negotiations with the Department of Rehabilitation were taking place, Marc recruited a staff on the bet that the negotiations would be successfully concluded by the proposed starting date, 1 July, 1976. The final official signatures required for the contract were still wet when the first of the people Marc had recruited started to arrive in

California to begin a two-year adventure called The California Project.

It is now two years later, two years that -- for us -- went by in a blink. We overcame some hurdles and not others. At the conclusion of the Project, we feel good about our work. We think that the following report substantiates our feelings. In any case, we know for certain that all of us -- Marc Gold and the Project staff -- gave completely of our talents and energies to make sure that the investment made by the State of California would pay off for the ultimate benefit of those people called developmentally disabled.

C.G.
R.L.

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PURPOSE AND GOALS

> The power of our country rests in the ability, because of our wealth and technology, to create a society that is so striking in its humanity that the rest of the world will be compelled to emulate it by force of the unarmed power of the beauty and truth of that idea.
>
> Governor Edmund G. Brown, Jr.
> October, 1977

THE PURPOSE

Among the first activities The California Project staff assigned itself in July of 1976 was to compose a concise statement of purpose. In general, a purpose statement serves as a frame of reference, a description of what's to be accomplished in a broad sense without, at the same time, being a meaningless set of platitudes. After extensive discussion and some excellent feedback from Dr. Richard Byrne of the University of Southern California, agreement was reached on the following statement of purpose:

> The purpose of The California Project is to enhance life skills of persons with developmental disabilities by teaching the Try Another Way approach to a group of trainers in California. These trainers will use this approach and teach it to others.

Because purpose statements are designed to be broad descriptions of individual or group aims, they invariably require further elaboration and definition of terms. The Project's statement above is certainly no exception. A closer look at the key terms in the statement is in order.

Life skills. The term "life skills" was intentionally broad. We didn't want to imply that we were concerned with a restricted

set of human competencies. At various times and to varying degrees, people with developmental special needs will require conscious, systematic assistance as they learn skills associated with self-care, use of the community, communication, vocational performance, and so forth. The training approach that would be disseminated by the Project has potential utility in all of those areas.

Persons with developmental disabilities. This "category" of people is often defined by listing its subcategories, such as mental retardation, autism, epilepsy, cerebral palsy, and learning disabilities. For the most part, we preferred to avoid having our involvement tied strictly to diagnostic labels. Rather, we wanted simply to assist teachers and trainers who work for people -- children and adults -- who require a teaching/training approach that is significantly more powerful and creative than that required by others.

The Try Another Way approach. In order to summarize the Try Another Way approach developed by Marc Gold, at least three levels of focus must be addressed. First, the philosophical base of the approach is harmonious with the "developmental model" and the "principle of normalization." That is, people who apply the approach do so by assuming that all humans are developing persons and that differences among people relate essentially to varying degrees of instructional power required to help people attain comparable levels of performance. Instructional "power" is defined by Gold as "the amount of intervention, assistance, or direction required of the trainer in order for the learner to reach performance criterion."

The approach is compatible with the principle of normalization because Try Another Way also takes a sociological posture toward the topic of mental retardation. For example, Gold argues that "the height of a retarded person's level of functioning is determined by the availability of training technology and the amount of resources society is willing to allocate and not by

significant limitations in biological potential." The sociological perspective is also clear in Gold's "Competence/Deviance Hypothesis"; that is, "the more competency an individual has, the more deviance will be tolerated in that person by others." This simple axiom has profound implications for the ways in which services are designed and delivered for persons with developmental special needs. The hypothesis directly confronts, for example, the typical manner in which we provide vocational training and employment for persons with substantial developmental needs.

The structural level of the Try Another Way approach provides the trainer with a systematic logic for organizing the hundreds of decisions that must be made in the course of creating and bringing to completion any successful task analysis. The structure involves a seven-phase sequence for developing the analysis and training of virtually any task. That orderly sequence of steps is illustrated in Figure 1 on the following page.

The "re-do" phases in the sequence are every bit as important as those that precede them. The training of people with severe learning handicaps often requires systematic inspection of weak spots in the training analysis following implementation. Cycling through the phases continues until the trainer decides to terminate training on that task, or the learner reaches the criterion set for learning the task.

Finally, the technological level brings together all of the instructional tactics that have been developed over the years. These tactics include methods for organizing and presenting task content (formats) and processes for conveying information before, during, and after a behavioral event (influence/feedback). This level of the Try Another Way approach is rich with instructional options for the trainer -- too rich, really, to summarize adequately in a short description.

The Try Another Way approach, taken as a whole, is not a closed system; it embraces any systematic instructional method which

SEVEN PHASE SEQUENCE FOR DOING A COMPLETED TASK ANALYSIS

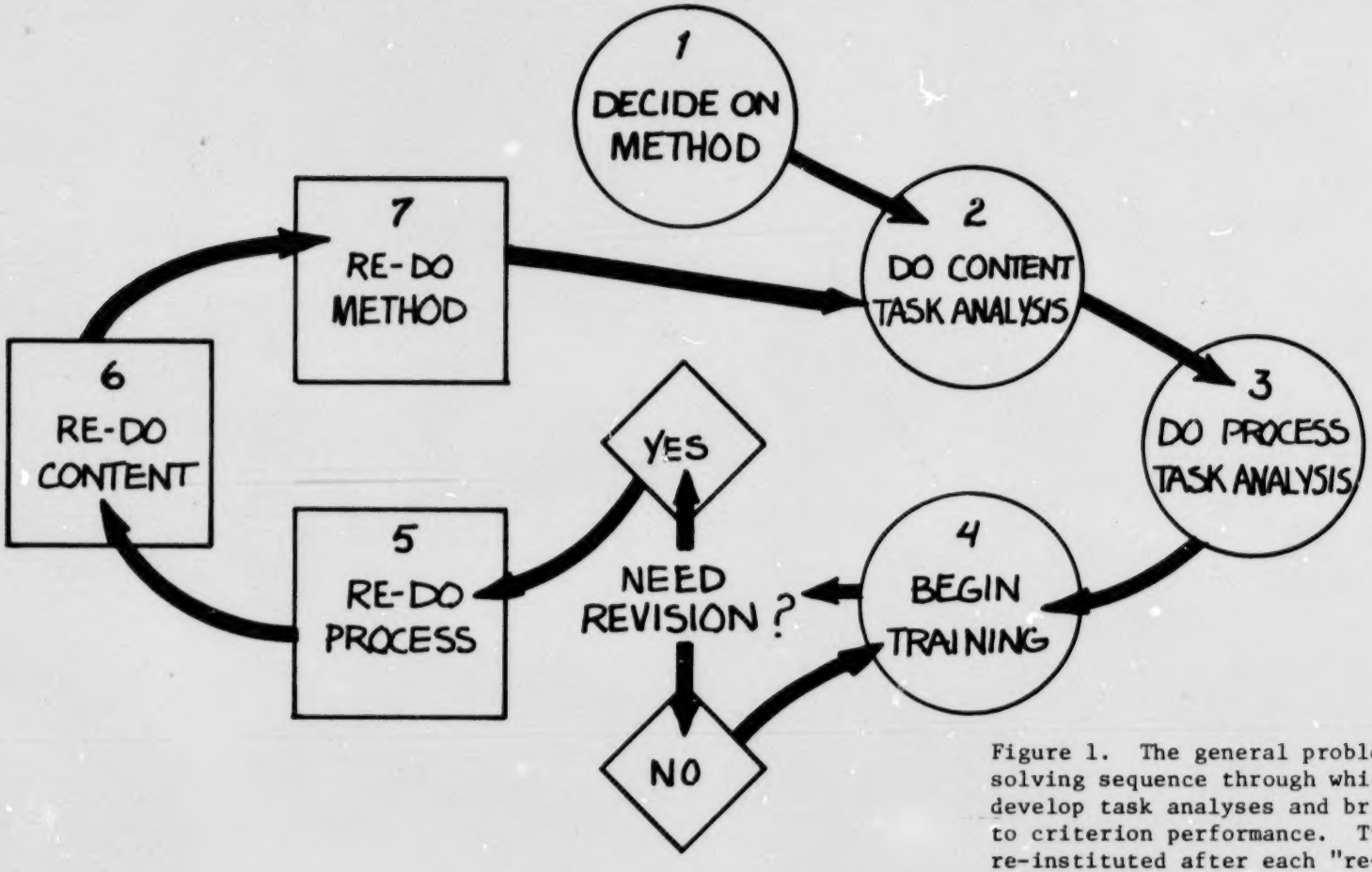


Figure 1. The general problem-solving sequence through which trainers develop task analyses and bring learners to criterion performance. Training is re-instituted after each "re-do" phase; the next "re-do" phase is entered if the learner's performance indicates the need for further revision of the task analysis.

is shown useful for people with major disabilities and which is susceptible to empirical verification. Essentially, the approach is optimistic, effective, and fun for people who like to meet and master challenges.

Group of trainers in California. The "trainers" who were the target of Project involvement were to be recruited from front-line staff employed by service organizations, such as sheltered workshops, work activity centers, adult activity centers, public schools, and state hospitals. Organizations which desired Try Another Way training for their staffs and those that served clients with more substantial developmental needs were to be given first priority.

The purpose statement implies two phases of training trainers. A first group of trainers would be taught to apply the approach in developing new skills for people who have substantial learning handicaps. After each member of this first group demonstrated competency in applying the approach, each then was expected to train at least one co-worker to reach the same standards of excellence in the application of the approach. These two phases -- learning to do and learning to teach others to do -- would be under the careful direction and supervision of Project staff. The product would be a group of trainers well grounded in the application of the Try Another Way approach, some of whom would also have proven ability to teach other trainers those same skills.

TWO YEAR GOALS

The contract between the Department of Rehabilitation and Marc Gold and Associates specified the total number of front line staff to be trained by The California Project and the number of agencies in which that training was to take place. Project staff felt a need to expand the contractual goals to give ourselves even more direction, especially with regard to an impact on the eventual beneficiaries of the Project

training, the agency clients.

The goals relating to client impact were extrapolated from the objectives that were set for the Project Participants'* completion of training. A detailed description of Participant objectives appears in Chapter 3; for the purpose of the discussion here, it is only important to know that for a Participant to complete his or her competency objectives, documented effect on client learning was required.

The essential, measureable goals of the Project are shown in the box below. These goals were considered the core set; we commenced the Project with every intention of having an impact that would extend well beyond this restricted list of goals. These goals remained, however, the "center of the center" of our overall target.

ESSENTIAL TWO YEAR GOALS

- 28 affiliate agencies, facilities, schools, and state hospitals will receive continual training assistance from the Project.
- 112 agency Participants will be trained to apply and teach others the Try Another Way approach.
- 1120 individuals served by affiliate agencies will learn new skills through participating trainers.
- 2000 new skills will be learned by clients as part of the process of training Participants to apply the Try Another Way approach.

* The term "Participant" signifies a person who received extended, personal training from Project staff and who was a party to a formal training agreement.

To Come...

The following chapter describes the strategies that were selected to achieve the Project's two year goals and the organizational structure created to manage the overall process. The first three chapters are arranged to portray the meshing of purpose, goals, strategies, and interlocking roles. Subsequent chapters report the products of that human machinery with a concluding critique and some recommendations for the future based on what we learned to do and what we learned not to do again.

2

STRATEGIES AND STRUCTURE

STRATEGIES

Many hours of discussion by Project staff in July of 1976 led to the development of strategies for achieving the purpose and goals of the Project. Some of these strategies were derived directly from the contract that created the Project and thus were already explicitly stated. Other strategies remained implicit early on; and it was only as we progressed in age and experience that they were articulated concretely.

Regardless of the degree of initial definition, these strategies were the anchor points around which the tactical operations of the Project pivoted. It was through the following set of strategies that our value base was translated into action.

Explicit Goal of Disseminating Instructional Technology. The over-riding strategy of The California Project was to make the Try Another Way instructional technology available to service settings in California. The Project was to be held accountable for results related to this strategy.

Implicit Goal of Elevating Expectations. Although not stated as a contractual obligation, the fundamental intent of those who invented the Project and those who would carry it out for two years was to have an impact on attitudes and expectations toward persons with substantial developmental needs. The careful dissemination of powerful instructional technology was seen as a means rather than an end. The "end" was to challenge the conventional "understanding" of mental retardation and to energize the staff we trained with clear demonstration that much more can be legitimately expected of people with substantial developmental needs.

Focus on Direct Line Staff. A key Project strategy was to concentrate the bulk of the formal training on line staff who are assigned responsibility for daily training and supervision of agency clients.

Generation of a "Ripple" Effect. A distinguishing feature of the Project was its plan to develop persons who would not only be capable of utilizing the Try Another Way approach, but would also have the opportunity to learn how to train other professional staff to apply the philosophy and technology. The initial group of Participants trained by Project staff were dubbed the "first generation" and the persons this group trained became known, cleverly, as the "second generation".

Statewide Influence. To start with a strategy of statewide influence was an alternative to a "pilot project" approach in which the training might be tested and refined in selected settings before being available on a broader scale. It was concluded early on that the utility of the Try Another Way approach had been thoroughly researched and demonstrated; what was needed was exploration of methods for statewide distribution of the approach.

Impact on a Broad Spectrum of Service Agencies, Serving a Wide Variety of Clients.
The fact that a contractual relationship existed with the Department of Rehabilitation might have implied that Try Another Way was relevant only to vocational rehabilitation facilities and to the adult clients commonly served in such settings. We wanted to avoid this interpretation and demonstrate the wide utility of the approach. Thus the Project was allowed to form affiliations with a diversity of service agencies. By applying the training to persons with a wide range of handicapping conditions, the full potential of Try Another Way could be disseminated.

High Quality Standards for Participant Competency, Requiring Direct Influence on Clients.
At the time that Project strategies were being carved out, Project staff agreed that the most valid criterion for successful Participant performance would be the impact the Participants' newly-acquired skills would have on client performance. Our objectives were weighted toward tangible products (task analyses) and observable events (learners

reaching criterion) which would have repercussions on overall client growth. Participants were encouraged to select tasks that would contribute to already existing individual program plans for client and agency goals and objectives.

Goal of 100% Participant Completion. The strategy of the Project was to provide an intense, extended form of personal instruction to a limited number of agency staff. Such a strategy rests on an expectation that nearly all of the Participants who begin the training sequence will complete, no matter how long it might take. We recognized that time-lines for completion of training objectives would have to be customized because of variance among the Participants' entering competencies.

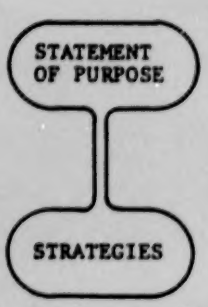
Staff Training Relevant to Setting of Eventual Application. People learning to apply the Try Another Way approach are taught to distinguish between a "learning" environment and a "doing" environment, and -- to the extent the two environments differ -- the need to plan for the transfer of skills from one environment to the other. A conscious strategy of the Project was to provide the "learning" within the job site where the Participants would be expected to be "doing" what they had learned. The concern here was to reduce the need for Participants to transfer skills from one setting to another.

Development of a Highly Skilled Cadre for Future State Use. A long-range strategy of the Project was to deliver a core group of consistently trained individuals who could be a human resource to regional and state agencies. Systematic use of this resource would help assure the perpetuation of Try Another Way training.

A summary of the relationship between the Project purpose and the fundamental strategies is contained in Figure 2 on the following page. The next section describes the structure of the affiliation between the Project and local service delivery agencies.

Figure 2

RELATIONSHIP OF PROJECT PURPOSE
TO PROJECT STRATEGIES



The purpose of The California Project is to enhance life skills of persons with developmental disabilities by teaching the Try Another Way approach to a group of trainers in California. These trainers will use this approach and teach it to others.

- Explicit goal of disseminating instructional technology
- Implicit goal of elevating expectations
- Focus on direct line staff
- Generation of a "ripple" effect
- Statewide influence
- Impact on a broad spectrum of service agencies, serving a wide variety of clients
- High quality standards requiring direct influence on clients
- Goal of 100% participant completion
- Staff training relevant to setting of eventual application
- Development of a highly skilled cadre for future state use

STRUCTURE FOR DELIVERING PROJECT TRAINING

The first phase of the Project -- the period between July and October of 1976 -- involved establishing the primary functions of Project operation. It was during this initial "quarter" of activity that the structure of The California Project was more clearly brought into focus. During this time-frame, Project staff received two weeks of rigorous, advanced training in Sacramento with Marc Gold and Charles Galloway, and were introduced to key leaders from state agencies, voluntary associations, and other organizations with whom working relationships were to be developed. In order for the Project Director to foster and maintain productive interaction with these groups,

the Project headquarters was established in Sacramento. Simultaneously, the Regional Coordinators -- the seven itinerant trainers who were to deliver the goods -- were intently studying maps of California, inspecting the territory for which they were responsible and in which they would be residing for at least the next two years.

The Department of Rehabilitation identified seven geographical districts of California for Project involvement. These regions were chosen to provide a range from urban to rural areas. Other factors considered by the Department in its selection included the proximity to Regional Centers, state hospitals, and Vocational Rehabilitation Units serving clients with developmental disabilities. Each of these "clusters" was named in reference to a major city that was central to the particular region. The map below shows the seven regions and the Project Regional Coordinators responsible for providing training in each area.

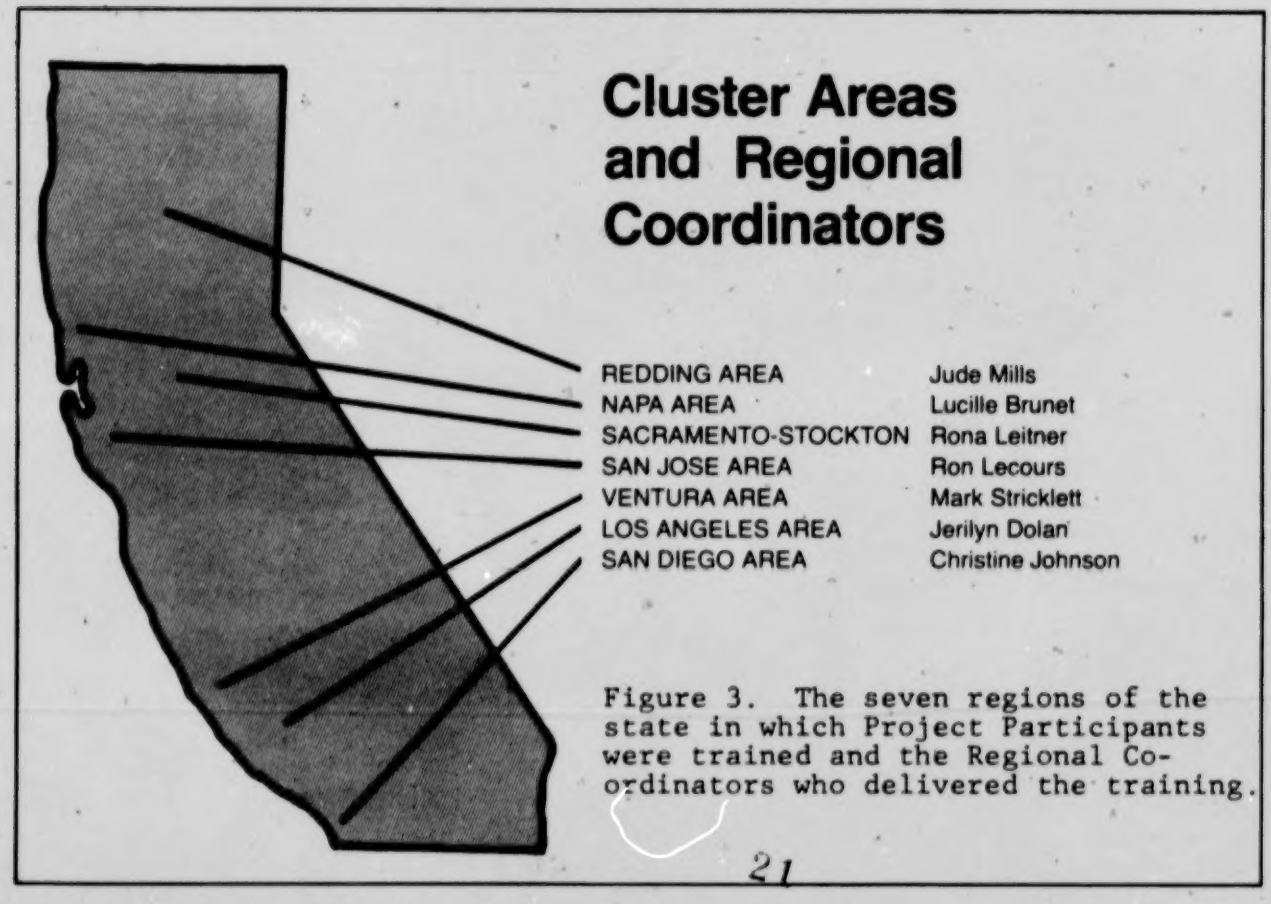

Cluster Areas and Regional Coordinators
REDDING AREA Jude Mills
NAPA AREA Lucille Brunet
SACRAMENTO-STOCKTON Rona Leitner
SAN JOSE AREA Ron Lecours
VENTURA AREA Mark Stricklett
LOS ANGELES AREA Jerilyn Dolan
SAN DIEGO AREA Christine Johnson

Figure 3. The seven regions of the state in which Project Participants were trained and the Regional Coordinators who delivered the training.

Community Resource Specialists from the Department of Rehabilitation assisted Project Coordinators in gaining some intimacy with the existing services in their respective regions. The Department staff suggested a number of fine agencies* to be considered for affiliation with the Project, and Coordinators took care visiting the recommended organizations and a host of others.

As the Coordinators made their initial on-site visits to local agencies, they quietly assessed a number of factors. Would the organization be able to adjust adequately to accommodate the Project training? Could the clientele profit significantly from the technology the Project had to offer? Was the agency's ideology concerning the provision of services to persons with handicaps compatible with our own? If the Coordinator's "eyeball" judgements were generally positive, he or she arranged to return to discuss the potential affiliation in greater detail with the agency administration. If it appeared that one or more of the necessary ingredients were in short supply, the movement toward affiliation was halted.

The Project staff discovered quickly that there were numerous misconceptions concerning both our identity and the type of service we were contracted to provide. Some people understood that the Project was expressly designed to increase agency income from sub-contract work performed in sheltered workshops. Others thought that the Project training would result in a direct increase in their disabled clients' overall level of functioning. It had to be explained that our explicit purpose -- what we were being paid to do -- was to train trainers, and that we would assist in any way we could to facilitate other benefits from that training. We wouldn't, however, allow ourselves to be held accountable for outcomes over which we had no direct control.

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* The term "agency", unless otherwise qualified, is used here in a broadly generic sense. Agency refers to any organization whose purpose is to provide services directly to clients with developmental disabilities.

In order to maintain consistency and clarity on the details of an affiliation, the Project staff prepared a document which became known as the "Working Agreement" (Appendix Item #1). This written agreement was employed as a tool for describing the responsibilities of the parties involved in the association. These agreements were not intended to be legally binding; rather, the motive was to spell out, as clearly as could be predicted the conditions crucial to a successful relationship. Agency administrators who expressed interest in involvement were mailed copies of the agreement for their scrutiny in anticipation of further dialogue.

The agencies that affiliated with the Project formed a mosaic of services to clients, both young and old, representing a variety of disabling conditions. In each case, formal affiliation was culminated by a meeting among the Project's Director, the Regional Coordinator, at least one high level agency administrator, and, in some cases, the staff to be trained. With all of the symbolism of a wedding contract, the significant parties penned their names to the agreement and the "marriage" was pronounced official.

In the stretch of time immediately following the agreement meeting, Coordinators acted to reduce their "foreigner" status within the affiliate organizations and to become better acquainted with the many staff and clients of the various programs.

The following chapter describes the ecological network of groups and roles in which The California Project became imbedded.

3

INTERLOCKING ROLES

Clearly, no entity such as The California Project can operate productively in a vacuum. Its effectiveness will be the sum of its relationships with other entities in a network of roles and responsibilities intended to achieve a common outcome. Figure 4 below illustrates the network of interactions required for the Project to maintain viability. In this chapter, we describe in detail the nature of these linkages and the roles of the people represented by the circles in the diagram.

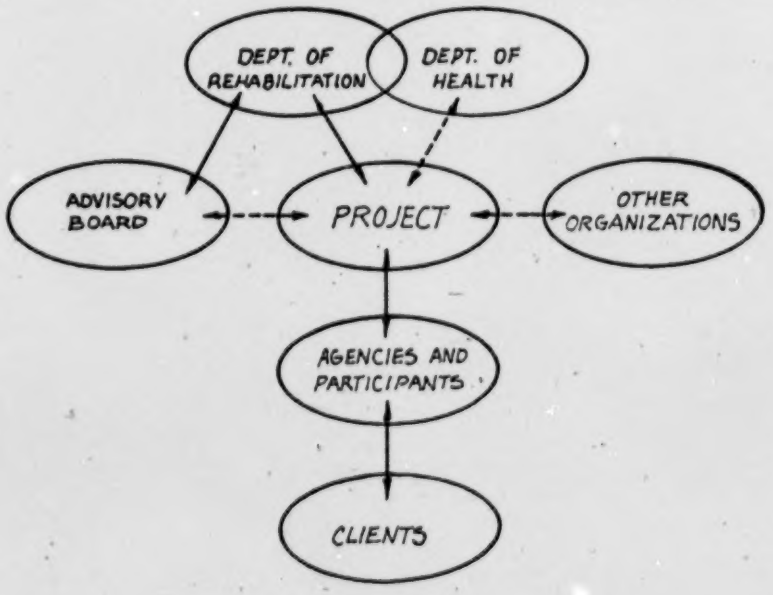

Figure 4. Schematic of the interlocking relationships associated with the Project. Solid lines represent direct lines of responsibility; dashed lines reflect important channels of communication and informal relationships.

STATE DEPARTMENTS

The California Project was one of three major joint efforts established in 1976 through inter-agency agreements between the Department of Rehabilitation and the Department of Health. In order to finance the Project, the Department of Rehabilitation contributed federal rehabilitation funds allocated to the state, and the Department of Health contributed the state match (20%) for the federal dollars. The Project was structured to provide

training to agencies which received client service funds from both departments. (Although the Project provided training to public school teaching personnel, the state Department of Education had no direct coordinating or fiscal relationship with the Project's operation).

The contract that established the Project set up a direct relationship between Marc Gold and Associates and the Department of Rehabilitation and an indirect relationship between the Project and the Department of Health. The responsibilities assumed by the Department of Rehabilitation were written into the contract as follows (verbatim):

1. Provide training staff involvement of one staff person per year in total time committed.

2. Provide technical assistance to rehabilitation facilities wishing to implement the technology described herein.

3. Provide fees for service as evidenced by the actual cost of service (determined by Department of Rehabilitation Facilities Section) to community rehabilitatio facilities implementing the "Try Another Way" technology.

4. Provide monitoring and evaluation of the Project to assure and evaluate the accomplishment of stated goals by providing written feedback to each [progress] report due prior to the due date of the next Project report.

Especially during the first six months of the Project, Department of Rehabilitation staff spent an enormous amount of time helping to establish the Project across the state.* That effort included providing guidance and entre during the process of affiliate agency recruitment and helping to buffer some of the political reaction that was generated by the rapidity and

*The person assigned responsibility for coordinating the Department's responsibilities and oversight of the Project's operation was Joseph Klier, now Assistant Deputy Director. Al Frederickson and Stewart Sellers, Community Resource Specialists, were especially helpful during the first months.

process with which the Project was created. This type of "technical assistance" was invaluable during the formative months of the Project and continued to be for the duration. Otherwise, the other three responsibilities agreed to by the Department proved to be "inoperative".

The relationship between the Project and the Department of Health -- though not of a contractual nature -- was essential.* Many of the agencies which affiliated with the Project (such as adult day programs, community residential programs, and state hospitals) received funding and policy control directly or indirectly from the state Department of Health.

The support provided the Project by the two state departments, overall, was quite good. We were given wide latitude to find our own way and to refine our operation as we gained more experience. No unreasonable constraints were applied at any time, and we were permitted extraordinary flexibility to range among different components of the overall service system for people with disabilities.

PROJECT STAFF

The California Project was not intended to be a self-perpetuating organization with an eternal purpose. Its very nature was to be task-oriented and time-limited. In his book, Beyond Bureaucracy (published in 1966), Warren Bennis forecast the characteristics of the "organizations of the future" which, when we read it in 1977, produced a sense of profound future shock. How, indeed, could Bennis have described so accurately, ten years in advance, our Project and the roles we had to play?

> The social structure in organizations of the future will have some unique characteristics. The key work will be "temporary";

---

*Kenneth Nelsen, Chief of Program Development, served throughout the two years as the Department of Health's liaison with the Project. His advice and moral support were of great help to the Project Director.

> there will be adaptive, rapidly changing temporary systems. These will be organized around problems-to-be-solved. The problems will be solved by groups of relative strangers who represent a set of diverse professional skills. The groups will be conducted on organic rather than mechanical models; they will evolve in response to the problem rather than programmed role expectations. The function of the "executive" thus becomes coordinator, or "linking pin" between various project groups. He must be a [person] who can speak the diverse languages of research and who can relay information and mediate among the groups. People will be differentiated not vertically according to rank and role but flexibly according to skill and professional training.

Bennis called this organization form -- apparently for the lack of a better term -- an "organic-adaptive" structure. He went on to predict that "in the organic-adaptive system, people will have to learn to develop quick and intense relationships on the job and to endure their loss."

We're dwelling on Bennis' insights both to understand better our own experience and to help the reader sense the relationship between role and organizational structure, especially as it relates to the roles of the people who congregated to form The California Project.

It would be virtually impossible to draw a typical, two dimensional organization chart for the Project. Not only would it be flat, but hierarchical boxes connected by lines wouldn't reflect the reality that each person was her/his "own boss" 90% of the time. Within broad parameters, each Project person assumed a task to perform and went about doing it. Traditional supervision was minimal with each person expected to be self-directed and to ask for feedback from others when the need was felt. In fact, we can now reveal publically that we never even got around to writing job descriptions! Although we can't put a set of job descriptions in the Appendix, we can describe the essential tasks that were associated with the several roles required by the Project's purpose and strategies.

The Regional Coordinator. Each Coordinator took full advantage of wide latitude and independence to perform their responsibilities in a manner that conformed to their individual array of skills and qualities. The tactics selected by each Coordinator were customized to accomplish the essential task of the position: deliver the training to the staff of the affiliate agencies and maintain direct and frequent contact with agency administrators, Participants, and clients. The evolution of Coordinator roles can be grouped into three distinct phases of activity.

1. Settling into agencies. Early on, it was important for Coordinators to develop personal credibility and to display the potential impact of Try Another Way on the performance of agency clients. "Eye-opener" training demonstrations often produced dramatic results and helped to motivate Participants to "learn how" for themselves. Simultaneously, Coordinators utilized effective interpersonal skills and established working relationships with key people in each organization, opening up lines of communication and summoning necessary organizational support for the work Participants were about to initiate.

2. Conceptual groundwork. Coordinators constructed for each agency a formal program for imparting Marc Gold's training approach to Participants in a comprehensive manner. Whenever necessary, the instruction was personalized for each Participant in the cluster. This aspect of Coordinators' work demanded that they be specialists in Try Another Way and, at the same time, generalists in the application of the technology to a diverse group of agencies, tasks, and individuals. Competency in the operation of film projectors proved to be a useful Coordinator skill.

3. Transforming concepts into action. Once this "academic" portion of the training was complete, the role of the Coordinator shifted to a more supervisory function. As Participants began to practice their skills with clients and to share them with the second generation and other interested staff, Coordinators provided motivation and guidance along the way. When affiliate agencies perceived the need to incorporate into the routine functions of the organization the type of client training that Project staff and Participants developed for them, Coordinators were also called on to consult in these attempts to "institutionalize" the Try Another Way approach.

For the sake of accountability, the Coordinators were extensively involved in Project-wide data collection. Frequent reporting of progress toward both explicit and implicit goals was an ongoing duty shared by all. Such documentation worked its way into every quarterly report submitted to the Director of the Department of Rehabilitation. Additional Coordinator functions included the final review of hundreds of task analyses prepared by Participants, work that was eventually disseminated throughout California, North America, and beyond.

Yet another concern of Coordinators was their "extracurricular" activities in the community. This role included broad dissemination and advocacy beyond the agencies that constituted regional "clusters". To the degree that the essential training duties allowed, Coordinators disseminated Project information and strategy to a wide range of interested organizations and individuals, and conducted training sessions for numerous consumer groups. There was outstanding demand for this service, and Coordinators responded whole-heartedly; but throughout the Project's duration, the demand for information exceeded the supply of people to deliver it.

Project Director. Bennis' term "linking pin" characterized best the role of the Project's Director, especially in contrast to the role of "boss". The Project Director's role also evolved through phases over the course of the Project. Several eras in the Director's role are clear.

1. "Organizing the organizing". Tasks required of the Director during the first six months included the following: contributing to initial Project staff orientation and training; establishing the "business" operations (office set-up, fiscal monitoring and control, etc.); organizing internal objectives, documentation, and evaluation procedures; laying out media and communication approaches; assisting the Coordinators to become established in their respective regions; developing a common working agreement for each affiliate agency and participating in each formal affiliation meeting with agency administrators; establishing relationships with key state officials; setting up a routine process for compiling ongoing data; and writing quarterly progress reports. Throughout this period, the Director was asked to speak before a large number of groups which were curious or concerned about the origins, purpose, and goals of the Project.

2. Maintaining the momentum. The middle phase of the Project required the Director to maintain routine communication -- both formal and informal -- with state department staff, the Advisory Board for the Project, and other interested organizations. During this period, a mechanism was developed for responding to national requests for Project materials, especially the completed task analyses. Other routine activities included traveling to

Project training sites; participating in "cluster meetings", and working with staff to fine-tune further the operations of training delivery.

3. Moving toward completion. As the Project approached the completion of its goals and life span, the Director became increasingly involved in organizing the results and structure contained in this report and planning for the wrap-up of Project operations. Simultaneously, he was actively developing strategies that would assure that what the Project accomplished in two years would not whither away just as quickly.

The role of the Director required the flexibility to face several directions almost at the same time. Previous training and experience in basic behavioral research, university teaching, development and administration of community-based service, staff training, work with voluntary associations and families of people with disabilities all proved to be useful at various times during the Project. Even then, an immense amount of "on-the-job" training was acquired by the Director.

Marc Gold. Prior to the beginning of the Project, Marc Gold assumed a personal commitment to invest as much of his time and leadership as necessary to make sure that the Project met its goals. The contract itself stipulated that Marc allocate 25% of his time (10 hours per week) to providing assistance to the Project. Over two years, that contracted obligation totalled 1140 hours. Marc's recorded hours of technical assistance to the Project reached an actual total of 1555 hours, or 26% more time than the contract required.

Time is seldom a good measure of one's contribution; more important was the unique function, or role, Marc provided to the Project's success. Beyond his position as president of a corporation, Marc's functions in the Project included the following:

1. Staff support and leadership. Over the course of the two years, Marc participated in a number of the periodic staff meetings. These sessions often amounted to "advanced seminars" on new information about staff and client training or new ways to conceptualize the training relationship. Otherwise, these sessions were used to plan and solve problems. The dispersal of staff across the state, and the resulting isolation that was produced, made group staff meetings especially valuable, as much for mental health reasons as for any other purpose.

   In addition to personal times with the staff, Marc was continually available for phone conferences. All of the staff, and especially the Project Director, maintained frequent phone contact with Marc, averaging at least several calls a week.

2. Training and motivations of Participants. Marc's ability to energize workers in the field of developmental disabilities, especially front-line people, is quite remarkable. That ability was put to use by the Coordinators. In addition to his visits to specific training sites around the state, Marc participated at least twice in each region's "cluster meetings". Marc's willingness to travel throughout California helped motivate and reinforce Participants who might otherwise have known him only as the "guy in the film".

3. Other orientation and training. Marc's time in California was also allocated to groups and individuals other than Project staff and Participants. For example, Marc gave a two-day training session for a group of staff from the Department of Rehabilitation and led a two-day "Leadership

Conference" for affiliate agency administrators and other state officials; examples of exposure to Try Another Way provided by Marc were major presentations to the annual convention of the California Association for Rehabilitation Facilities and the first annual California Behavior Analysis Conference.

It's likely that Marc's major contribution to the Project was to supply a constant and energetic platform of optimism and confidence; optimism toward the competency of people with severe developmental disabilities and confidence that workers on the human service front-line can help bring about that competency once provided quality training and support. Marc's platform had one other plank that hasn't been mentioned: fun. We all enjoyed our work and our time together.

Project support roles. Several other functions were identified to support the Coordinators and Participants in the field and the communication of Project work in general. A Communications Specialist was hired after the Project started in order to manage internal and external media needs. The specialist assisted internally by videotaping Participants' work with learners (clients) in training sessions for feedback purposes, by preparing technical diagrams and sketches to illustrate details described in written task analyses, and by providing slides and posters for agencies' display of their use of Project training. The Communications Specialist contributed to external communication of Project activities by dealing with printers, preparing slides for conference presentations, preparing graphics to summarize Project data, designing and hand lettering Participant certificates of completion, and on and on. Knowing that -- with all due apologies to Marshall McLuhan -- the quality of the message is reflected by the quality of the medium, we were fortunate to have the role of a Communication Specialist as a resource and lucky to find a talented person to fill the slot.

In a large operation with many staff, tasks associated with the jobs of receptionist, secretary, bookkeeper, clerical person, and administrative assistant are parceled out to a number of different people with different titles. The Project was comprised of relatively few staff, and we had to lump all those tasks into one role and call it Office Manager. This role called for an extraordinary degree of intelligence, endurance, flexibility, and attention to detail; a person difficult, but not -- it turns out -- impossible to find.

When kids are playing sandlot baseball and there are fewer than 18 of them plus an umpire, someone has to play more than one position at a time. The Project was a little like that. Often the moment called for more roles than were people to fill them. The Director might finish writing a progress report on Friday and be collating the typed copies the next day. A Coordinator would be working with a teacher one day and give testimony to a congressional field hearing the next. So it went for two years. We kept thinking that as soon as the roles stabilized, we'd get around to writing those job descriptions.

PARTICIPANTS

Regional Coordinators and agency management were jointly involved in the process of identifying and recruiting the agency employees who would receive Project training as Participants. Coordinators invited suggestions from agency administrators concerning where to concentrate Project services. We required that the individuals selected for training display a sincere desire to expand both their training skills and their commitment to the field of developmental disabilities. They were to have day-to-day "front-line" responsibility with clients while they received Project training. We made every attempt to avoid a training commitment to persons who were "shopping around" for a career and would, in effect, drain valuable

resources of the Project.

The final choice was not easy, but one criterion was maintained throughout the state. Operational decisions were weighed against our singular allegiance to the agency clientele. This standard proved to be quite durable. Except for rare instances, Coordinators, agency administrators, and staff reached mutually satisfactory decisions in the selection of Participants.

Participant objectives. Among the very first start-up activities Project staff had to complete was to define objectives for Participants that would adequately translate competency into measurable terms applicable to all Participants. The Project Director brought together those staff most experienced in training trainers to analyze what competent performance on the part of Try Another Way trainers entails and to propose common Participant objectives. To make a long story short, we chose to focus on outcomes rather than process objectives and determined that quality performance would be demonstrated in the following ways:

1. Using the Try Another Way approach, Participants would successfully train (bring to criterion) a sufficient number of different learners to demonstrate an ability to deal with a diversity of learners (clients).
2. Participants would successfully train learners on a sufficient number of tasks to demonstrate an ability to generalize training skills to a variety of tasks.
3. Participants would successfully train learners on a sufficient number of tasks which they themselves originated to demonstrate creative use of the approach and an ability to cope with novel tasks.

Thus variety of tasks and learners combined with originality became the critical dimensions we defined as outcome performance criteria. The draft of the Participant objectives was reviewed

by Rehabilitation and Health staff, as well as Marc Gold and the other Project staff. The statement of "minimum objectives" for Participants was appended to the Working Agreement signed by all parties, including the administrators of the affiliate agencies and the training staff who would become Participants. The statement read as follows:

> Participants will apply the Try Another Way approach with ten learners with developmental disabilties. These learners will each be trained to performance criteria for an average of at least five new tasks. The Participant will perform this training using at least ten tasks for which he/she has done the original analysis.

Armed with these broad objectives, the Project staff and their Participants went forth to learn and do together. After about six months of experience operating within these objectives, however, we all (Participants certainly included) found them, as stated, to be inadequate given the incredible diversity of agencies, tasks, and learners touched by the Project. The weakness in the objective statement became quite obvious: it implicitly assumed that 1) all tasks are equal, and, 2) all learners are equal. The variables of learner and task complexity were not taken into consideration as we tried to measure Participant progress objectively.

Perhaps an hypothetical example will reveal the struggle we had with the sensitivity of our first statement of objectives. Participant Mary works in a sheltered workshop that serves clients most of whom would be labeled as "moderately retarded". A new shrink-wrap machine comes into the shop along with a contract for items to be packaged with the machine. The machine also comes with an operator's instruction manual, essentially a "content task analysis" for the typical learner. Mary's learners are not "typical" however, and she has to analyze the behavioral content of the job into more detailed teachable

units. Mary's learners, it turns out, can learn this task by going through the content steps from start to finish each trial; by saying "try another way" and occasional hand-guided manipulation, Mary is able to assist her learners reduce their errors and reach criterion on the task. The learners are then assigned to production, requiring minimal supervision. The events in this scenario meet all the expectations for Mary's completion of a task analysis as part of the Project training.

Shift the scene to a unit of a state hospital (or adult activity center, or a children's development center, etc.). Participant John is responsible for training persons who are severely involved, many of whom have physical and neurological complexities as well. John chooses to train his learners to blow their noses independently -- an adaptive behavior that also enhances the dignity of the learner. John discovers the following: 1) no instruction manual comes with the nose (even though John has had considerable experience blowing his own nose before, he never thought much about how he does it); 2) for his learners, John has to dissect the task content into a large number of teachable components; 3) the training process he has to develop is elaborate ("try another way" alone just doesn't suffice); and, 4) the task requires a considerable degree of judgement on the part of the learner (how much "nose blowing" is enough?). When John successfully completes his analysis, he has learned a great deal about task analysis and powerful training.

Our original statement of objectives was not sensitive to the differences in task content complexity (relative to the learner population), to the availability of previous content analysis (the "instructional manual" in the example above), to the amount of training power required to reach criterion, or to the degree to which "judgement" (vs. yes-no decisions) is required of the learner. The original objectives treated both efforts as equal, but unfairly so.

During the fifth quarter (July through September, 1977), the Director and the Regional Coordinators brainstormed on approaches toward re-working the objectives in ways that would more accurately reflect Participant performance and, simultaneously, not diminish the original expectations of quality and competency. A new approach was selected and a draft prepared.

The draft revision was submitted for review to the Participants, the Advisory Board, and liaison people attached to the Department of Rehabilitation and Health. All parties consulted gave their approval to a revised statement of expectations for Participants. The statement itself appears below; the full description of the objective plus the "Task Analysis Rating System" are attached as Appendix Item #4.

> Participants will apply the Try Another Way approach with ten learners with developmental disabilities. The Participant will originate and complete task analyses that have a cumulative complexity value of at least eighty (based on the Project's task analysis rating system). Each completed task analysis will include performance data which document its utility for at least three learners, unless otherwise approved by the Regional Coordinator.

Objectives should help, not hinder. Our second version was more helpful because it allowed us to be more fair in the evaluation of Participant performance; yet we were still able to demand comparable quality of performance in the demonstration of training competency.

CLIENTS

The "clients" of The California Project were the front-line staff who received training services from us. However, Project training could not have been as fruitful and realistic without the direct involvement of the agencies' clients, people with developmental disabilities. The clients contributed a role to the Project every bit as valuable as any other.

As learners, the role of agency clients was basically twofold: 1) they provided the Participants an opportunity to practice and strengthen the training skills the Participants were being taught by Project staff; and, 2) the documented performance of clients provided objective evidence to support the utility of the task analyses created by the Participants. In effect, then, the agency clients served as a vital role in the evaluation and qualification of Participants as "Try Another Way" trainers.

OTHER ORGANIZATIONS

Over the relatively few months that were taken by the top state officials to formulate a relationship with Marc Gold and Associates, a relationship that became The California Project, virtually all of the leadership of statewide associations were by-passed in the typical "advise and consent" process. At the same time, the Director of the Department of Rehabilitation -- still new to his post and to the "Rehab Establishment" was making major changes in departmental directions; these changes produced a period of considerable disruption and uncertainty among many sectors of the state's service system. The Project was born, therefore, into a context of controversy, suspicion, and political conflict.

The dynamics of the controversy attending the birth of the Project were truly more complicated than this brief description might suggest. However, the fundamental issues that contributed to the initial controversy appear to us -- in hindsight -- to have been the following:

1) The Project represented a large staff training effort requiring a large budget. The federal funds allocated to the Project could have been channeled to service providers instead. That is, funds for the Project were not "earmarked" strictly for staff training. A number of influential people and groups felt that other service needs ranked higher than those the Project would address.

2) The leadership of major voluntary and professional associations were not asked to participate in the decision to launch the Project.

3) The Project was not an "eclectic" package. Instead, it focused on one training approach associated with a person variously perceived as controversial, charismatic, an entrepeneur, and from "back east".

4) Some of the vocal advocates for the Project at the state level were themselves seen in some quarters as ideological radicals.

A recollection of the political environment that swirled around the Project during its formative months is pertinent to a discussion of the roles of "other organizations" with which Project staff related throughout the course of the Project. The roles of those other organizations -- The California Association for Rehabilitation Facilities, the California Association for the Retarded, the association for the state's Regional Centers, and others -- were generally oppositional at the beginning of the Project. As a group, Project staff chose to avoid entering into battle with the leadership of these organizations. We quickly realized that many of their complaints were legitimate or based on misinformation. It also became clear early on that the controversy was never, in fact, over the value or validity of the Try Another Way approach, per se. All that aside, you just don't go to war with people whose trust and support you eventually want to earn. We decided instead that our best political strategy was to communicate our purpose and goals clearly, to do the best job we possibly could, and to start doing it fast.

After two years of working with these significant "other organizations" and their constituent members, the Project's political environment changed significantly. We still had vocal opponents at the close of the Project, but the majority opinion (by any objective measure) wound up positive and supportive.

ADVISORY BOARD

One event that helped moderate the reaction to the Project's birth was the creation of an advisory body. The Project's contract stipulated that it was the responsibility of the Department of Rehabilitation to establish a representative body to advise the Department on matters regarding The California Project. Formally, the Board was directly responsible to the Department of Rehabilitation. The relationship between the Board and the Project was informal; the Project Director attended every meeting of the Board as its guest.

The Board constituted a mechanism by which concerned organizations could learn more about the progress of the Project and communicate new ideas and recommendations formally to the department. The major issues the Board confronted during its tenure were 1) external evaluation of the Project's results; 2) reimbursement to affiliate agencies for additional costs incurred through Project involvement; and, 3) continuation of Project training subsequent to the termination of the two-year contract. The most tangible outcome of the Board's activity was the Department's creation of an "external evaluation" contract. That evaluation and some of its preliminary findings will be discussed in more detail later on in this report.

Even though the Board was not created to advise the Project directly, its members were of immense help to the Project Director. Its criticism was constructive, and its moral support translated into much more than lip service. All persons who served on the Board and the groups they represented are identified in Table 1.

TABLE I

Advisory Board Members

FRANK BERTRAND
Rehabilitation Workshop
Administration Program
University of San Francisco

MICHAEL CLARK
California Association of
Rehabilitation Facilities

BETTY CVITANOV
State Council on Developmental
Disabilities

PATRICIA DOUGAN
Affiliate Agencies

PHILIP FEENSTRA
Affiliate Agencies

WILLIAM GRAY
Regional Centers

WILLIAM GREEN
California Association for
the Retarded

JIM KAY
Governor's Committee for the
Employment of the Handicapped

HOWARD MOES
California Association of
Rehabiliation Facilities'
Vocational Forum

LINDA PHILLIPS
California Advisory Council
on Vocational Education and
Technical Training

LARRY RHODES
Affiliate Agencies

JANE RASMUSSEN
Regional Center

ROLF WILLIAMS
State Council on Developmental
Disabilities

MAE WEST
California Association for
the Retarded

GAIL ZITTEL
Special Education
Department of Education

4

CONSEQUENCES

This chapter is separated into two main components. The first section describes the results of the Project's impact on the California service system: the people who received exposure and training related to the Try Another Way approach and the organizations which absorbed that technology. The second section describes the impact Participant training had on agency clients.

SERVICE SYSTEM IMPACT

The distinction between "power" and "efficiency" applies as much to staff training as it does to the training of learners with disabilities. The required level of instructional power is determined by, 1) quality standards set for the instructional outcomes; 2) the complexity of the information or skills to be learned; and, 3) the characteristics of the learner. The degree of instructional power that must be brought to bear on the learning situation will vary according to the combination of these three factors.

"Efficiency" focuses on the additional factor of time. That is, "the less time it takes the trainer to 'let the learner know' what he or she is to do, the more efficient the process." Instructional outcomes that require less power to attain are usually more efficient; outcomes that require extensive power are usually less efficient.

The instruction provided by the Project covered the full range of the power/efficiency spectrum. That continuum is anchored at the low-power end by "exposure" (or "orientation") that is intended to give the receiver a conceptual introduction or overview to a body of information. In contrast, "training" is a systematic process by which new behavior, or "skills", are established; training requires more power than exposure, but the performance outcomes are more substantial.

The Project delivered essentially three levels of instructional power: exposure, moderate-power training opportunities, and

high-power, extended training with stringent standards for demonstration of competency. The highest power instruction was provided to the Project Participants and was stipulated as a contractual responsibility. The first two levels were complementary to the Project's primary, or "core" goals, but were not contractual obligations.

Exposure and Moderate Training

Throughout the two years of the Project, staff received numerous requests to provide overview presentations, inservice training, consultation, and teaching workshops to groups other than those affiliated with the Project on a formal basis. To the extent that quality training of Participants would not be jeopardized, all staff complied with as many of these "extracurricular" requests as possible.

At the end of the Project, each staff person reviewed his or her activity log and recorded each instance of extracurricular instruction delivered according to 1) the type of audience, 2) the number of people attending, 3) the amount of time consumed by each of those instructional events, and 4) whether the event was intended to be exposure or moderate-power training. The breakdown of "audiences" is described in Table II on the following page. In each case, the audience was comprised of individuals other than the people associated with the sites in which Participant training was in effect.

To analyze the amount and distribution of extra-contract instruction, we selected the "instructional unit" as a standard measure. An instructional unit -- for our purposes -- is the equivalent of one hour's instruction received by one person. Both exposure and moderate training were analyzed in terms of such units. For example, a brief description of The California Project combined with the viewing of the "Try Another Way" film might take two hours. If there were 15 people in the audience, this event would yield 30 instructional units of exposure (15 people times two hours). An in-depth examination

TABLE II

GROUPS RECEIVING EXPOSURE OR MODERATE TRAINING

Sheltered Workshops; Work Activity Centers; Residential Programs; State Hospitals:

- agencies classified as such by state and federal licensing and certification
- programs physically separate from the locus of Project Participant training (e.g., at Stockton State Hospital, Programs 3 and 9 were affiliated with the Project; contact with any other programs was ancillary)

Educational Programs:

- public school programs (including development centers)
- adult education
- university and college classes

Conferences:

- usually large group presentations for state and/or national organizations involving several Project staff (e.g., CAR, AAESPH, CBAC, and the Project Leadership Conference for affiliate agency directors)

Parents:

- parent groups from affiliate agencies
- other parent groups (e.g., PTA meetings)

Other:

- Boards of Directors of agencies
- Regional Centers, Area Boards, local developmental disabilities boards
- State Departments of Health and Rehabilitation
- Other advocacy and consumer groups

of "rules for training", conversely, might require four hours of films, demonstration, and practice. Ten people present in the audience would amount to 40 instructional units of training. The instructional unit, then, is a product of both the number of people and the amount of time involved in a particular instructional event.

Figure 5 shows the total extra-contractual instruction provided by the Project and the distribution of exposure and moderate training across the several types of audiences.*

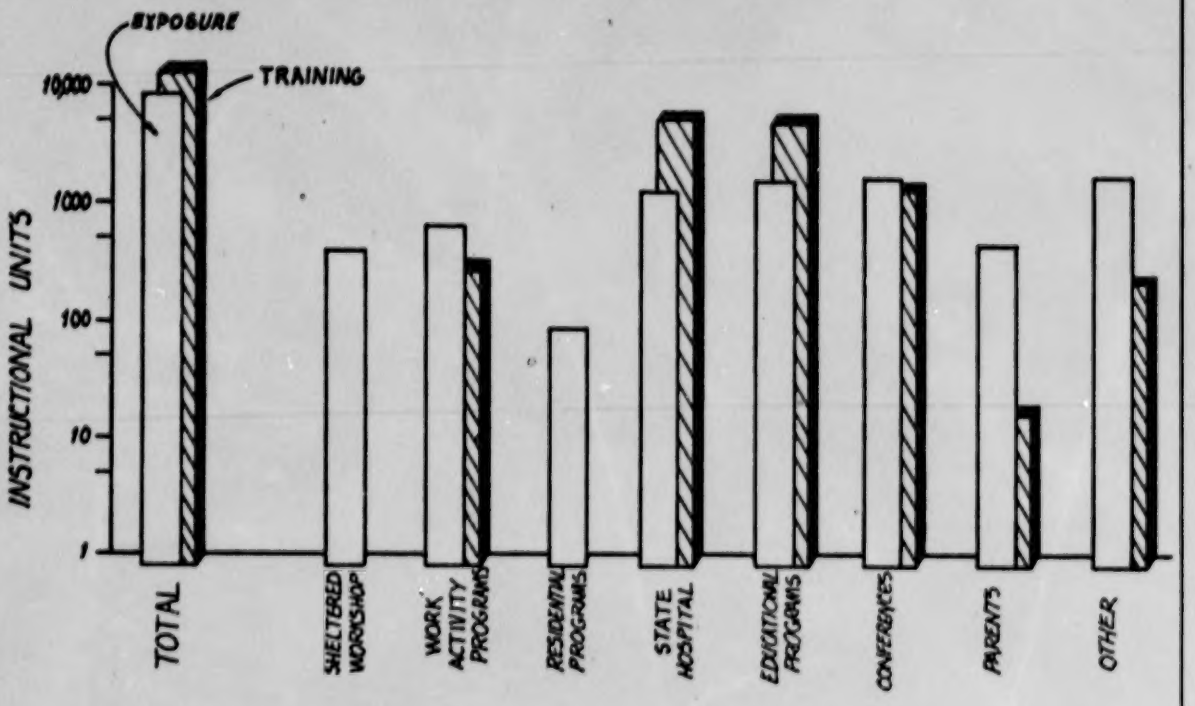

Figure 5. Try Another Way exposure and training delivered by Project staff in addition to the training provided to Participants and their co-workers. An "instructional unit" is equivalent to one hour of instruction received by one person.

* Please note that for this graph, and others to follow, a logarithmic scale was used for the vertical axis. In this type of scale, the distance between 1 and 10 is the same as the distance between 10 and 100, and similarly for each subsequent increase in factors of 10. This scale allows for a wide range in values to be represented clearly on the same graph.

A grand total of 20,396 instructional units was provided to Californians other than the Participants and their co-workers. Forty percent of that total was characterized as exposure or orientation; the remaining 60% was allocated to training people in the philosophy and technology of Try Another Way. As Figure 5 shows clearly, the preponderance of extra-curricular training was allocated to state hospital staff, people involved in educational programs, and people attending training conferences of various types. Conversely, sheltered workshops and community residential programs not affiliated with the Project received only exposure.

Disregarding the "instructional unit" analysis for a moment, Figure 6 represents the total number of people who received exposure and moderate training, irrespective of the amount of time involved. As the figure shows, the Project delivered exposure/orientation to 4,323 persons and moderate-level training to an additional 833 people over the two years. Figure 6 also shows the number of Participants who completed the objectives associated with the high-power end of the instructional spectrum. The next section will focus on the consequences of Participant training.

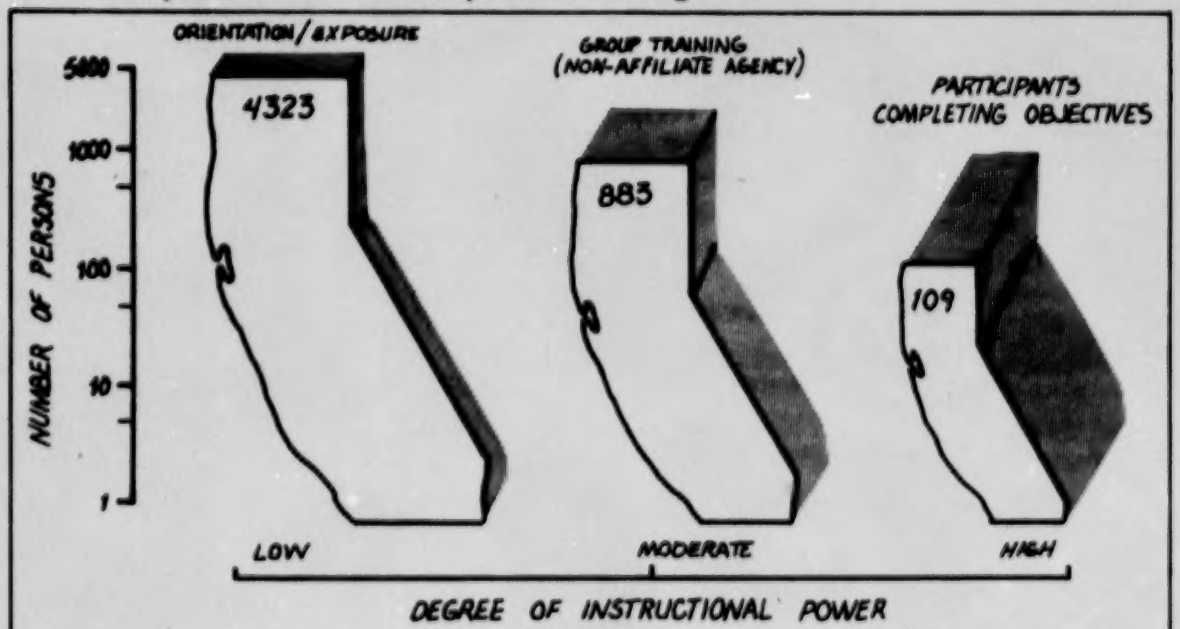

Figure 6. The number of persons receiving each of three levels of instructional power delivered by the Project. Participants and their local co-workers were not counted into the exposure and group training totals.

To conclude this section, however, we are pleased with the amount of "complementary" instruction that was provided by Project staff. Not all individuals or organizations are prepared to absorb the high-power training that was the explicit purpose of the Project. Even so, many of those groups and individuals can experience positive behavior change as a result of lower power contact with the philosophy and technology of the Try Another Way approach. And those organizations that are ready for intense staff training received a clearer picture of what that training entails as a result of the extracurricular instruction from the Project.

Participant Training

The goal of the Project was to train 112 staff in the Try Another Way approach. By the conclusion of the Project, 109 Participants completed training objectives; 37 completed both application and successful co-worker training, 72 Participants completed objectives solely related to application of the approach. Table III (the following three pages) lists all Participants who completed their training. Participant names are listed by region and by the agencies in which they were employed. The addresses of the affiliate agencies appear in Appendix Item #2 for the benefit of future Participant communication and for anyone who might want to contact a successful Participant.

Participant characteristics. At the beginning of 1978, the San Diego State University Rehabilitation Center began an "external evaluation" of the Project under a contract with the Department of Rehabilitation.* The scope of the San Diego State evaluation effort was quite broad and the data collection and analysis were only partially complete at the time of this writing. However, interim reports from the evaluation

* Dr. Richard Jones, Project Director; Clifford W. Baker, Research Associate.

TABLE III

PARTICIPANTS COMPLETING PROJECT TRAINING*

REDDING CLUSTER

Feather River Opportunity Center (Oroville)

NANCY SHIRD (Work Activity Center)
Patricia Keene (Workshop)
Janie Burkes (Work Activity Center)
John Hobe (Workshop)

Tehama County Opportunity Center

Dorothy Lindauer

Work Training Center (Chico)

KAREN (KLEAVER) STURM
Sharai Kociemba

NAPA CLUSTER

Solano County Schools

Adrianna Simmons (Vallejo Development Center)
Tina Dozier (Larsen Center)

Sonoma State Hospital (Eldridge)

Karen Pierce (Program 6)
Peter Preston (Program 6)
Kathy LaMarr (Program 6)

Ukiah Valley Rehabilitation Workshop (Ukiah)

BONNIE MINTUN (Workshop)
ELAINE MCCLOSKEY (Activity Center)
Diane DeBaets (Activity Center)
Leslie Saxon (Residential)
Peter White (Workshop)
Jan Hildreth (Workshop)

SAN JOSE CLUSTER

Skills Center (Santa Cruz)

PAULETTE FERNANDEZ (Workshop)
LYNN DURFEE (Workshop)
Gloria Bush (Residential)
Reid Stotts (Workshop)

Poplar Center (San Mateo)

STAN DUNCAN
JANE MULLANE
Bill Ellis
Vicky Howard

HOPE Rehabilitation Services (San Jose)

Sue Yoshimatsu (Prevocational)
Barbara Penn (Workshop)

San Jose Unified School District

LAETITIA CARMACK (Work Experience)

STOCKTON-SACRAMENTO CLUSTER

Opportunities for the Handicapped, Inc. (Sacramento)

KATHLEEN MCLEAN
Kathy Esparza
Linda Gonzales

Stockton State Hospital (Stockton)

SANDRA BYRD (Program 3)
Jean Myers (Program 3)
Corrine Neal (Program 9)
Glenn Bodiford (Program 9)

STOCKTON-SACRAMENTO CLUSTER

Starr-King Exceptional School Development Center, San Juan School District (Sacramento)

Marlene Donahue
Paul Harrison

Greengate School, Yolo County Schools (Woodland)

NADINE KRUG
Robin Linker Bent
Susan Garcia
Loren Davis

VENTURA CLUSTER

Work, Inc. (Santa Barbara)

JOHN HYDAR
SHERRY HAHN
Larry Franklin

Clark Care Home (Santa Barbara)

Alvera Striek

Camarillo State Hospital (Camarillo)

VIRGIL YATES (Autism Program)
GARY BAZZELL (Autism Program)
Jackie Coffman (Autism Program)
Sue Craig (Autism Program)
Terry Reed (Autism Program)
Dorothy Miners (Multihandicapped Program)
Ellen Spigel (Multihandicapped Program)

Ventura County Association for the Retarded (Camarillo)

JOHN JOHNSON (Independent Living Prog.)
MARILYN COTHRAN (Simi Valley)
AUDRA CAMPBELL (Simi Valley)
PENNY BALICKI (Camarillo)
MARLENE WAIT (Camarillo)
Jack Wheeler (Independent Living Prog.)
Sally Luttge (Simi Valley)
Eunice Moss (Simi Valley)
Jodi Strano (Simi Valley)
Bonnie Hammond (Simi Valley)
Barbara Hendricks (Simi Valley)
John Arias (Camarillo)
Kathy Boyet (Camarillo)
Shirley Dove (Camarillo)
Ruth Love (Camarillo)

LOS ANGELES CLUSTER

Pacific State Hospital (Pomona)

AUDREY WILEY (Workshop)
MELODY SMITH (Workshop)
JOANNE VAGNOZZI (Workshop)
CHRIS HILL (Workshop)
Helen Conver (Unit 9)
Ruth Carter (Workshop)

Ontario-Pomona Association for Retarded Children (Ontario)

LINA FRANKLIN (Diversified Industries)
SALLY HALL (OPARC School)
DONNA GERARD (OPARC School)
Mildred Ruh (Diversified Industries)
Paul Bakas (Diversified Industries)
Russ Hall (OPARC School)

Valley Light Industries (Covina)

BEVERLY STARNES
ALICE WIDGER
Penny Bricco
Michael Southcott

Pomona Valley Workshop (Montclair)

CAROL VIVEROS
LOIS JOHNSON
Clara Salisburg
Debbie Hudson

SAN DIEGO CLUSTER

North County Association for the Retarded (Vista)

DEANNE COLLINS
Robert Bingen

New Haven Home (Vista)

Loretta Roma
Maureen Moss

SAN DIEGO CLUSTER (Cont.)

San Diego County Association for the Retarded (San Diego)

DONNA DOWELL (Angels Unaware)
ROBERT PRAY (Starlight)
Donna Rosenberg (Arrow Center)
Cheryl Wight (Angels Unaware)
Sue Brown (Angels Unaware)
Robert Bennett (Starlight)
Brian Wood (Starlight)
Jim Hamilton (Arrow Center)

Sierra Vista High School (Vista Unified School District)

Connie Thomas
Robert McKee

Grossmont Unified School District (Grossmont)

CHARLES SCHROEDER (Work Training Cntr.)
JUANITA LYONS (Viking Center)
Les Walker (Work Training Center)
Dana Smith (Work Training Center)
Gayle Day (El Cajon TMR Unit)
Jodie Kubwald (Viking Center)
Nancy Loucks (Viking Center)

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* Participants who reached criteria for both application and teaching others the Try Another Way approach have their names capitalized; those who reached criteria for application of the approach have their names in lower case type.

team provided some descriptive data of use here.

One facet of the San Diego State evaluation involved describing the characteristics of first-generation Participants. Questionnaires were submitted to all first generation Participants active at the time (58), of which 83% responded to the questionnaire. Table IV on the following page is taken verbatim from the evaluation team's second quarterly report.

The Participant characteristics sketched out in Table IV are fairly self-explanatory. The gender breakdown clearly favors the females, with a ratio of close to 3:1. Over half of the Participants surveyed were over thirty years of age, with 25% forty years or older. In terms of prior formal education, 50% of the respondents reported having a two-year college degree or less; the representation along the formal education continuum was quite evenly distributed except for the most advanced degrees. The "job title" break-down is a little hard to evaluate because the "other" category is large (21%) and seems to contain job titles analagous to the preceding categories. The "average" Participant appears well entrenched in the field of human services, with a mean of 9.8 years in the field. The great majority (73%) of the Participants reported no prior exposure to the Try Another Way approach, yet the group reported an average of 11.8 hours per week devoted to applying what they were taught via their relationship with the Project. Overall, the "profile" of a first generation Participant -- based on the San Diego State data -- is one of wide diversity in age, formal education, and professional role.

Participant activity. As soon as a Participant began the training relationship, he or she was asked to keep a running log of the "input" received from the Project (Coordinator contact, cluster meetings, visits from Project staff other than the Regional Coordinator, etc.) and the "output" performed

TABLE IV

Characteristics of First Generation Participants*

1. SEX

Male.....27%
Female.....73%

2. AGE

8%.....20-24 years
27%.....25-29 years
23%.....30-34 years
17%.....35-39 years
25%.....40 years or older

3. FORMAL EDUCATION

0%.....Some high school
12.5%.....High school graduate
25%.....Some college work
12.5%.....A.A. Degree
17%.....B.A./B.S. Degree
14.5%.....Some postgraduate work
6%.....Master's Degree
12.5%.....Master's Degree plus
0%....."All but dissertation"
0%.....Ph.D./Ed.D.

4. JOB TITLE

"Teacher".....27%
"Teacher Assistant/Aide".....10%
"Floor Supervisor".....13%
"Assistant Floor Supervisor"..... 0%
"Supervisor/Coordinator/Director".....17%
"Residential Counselor/Houseparent/Psych. Tech..... 4%
"Therapist"..... 6%
"Vocational Counselor"..... 2%
"Other".....21%

(Workshop Supervisor; Program Coordinator/Special Ed Teacher; Residential Trainer; Trainer; Client Program Manager; Manager/Consultant; Production Foreman)

5. MONTHS WITH PRESENT AGENCY

Mean.....64 months
Range.....7-348 months

6. YEARS WORKING IN AREA OF HUMAN SERVICES

Mean.....9.8 years
Range.....1.5 - 29 years

7. EXPOSURE TO TAW TRAINING METHOD PRIOR TO TAW TRAINING

Yes.....27%
No.....73%

8. NUMBER OF HOURS PER WEEK INVOLVED IN APPLYING TAW METHOD IN WORKING WITH LEARNERS

Mean.....11.8 hours
Range.....1-40 hours

*From the Second Quarterly Report of the San Diego State University California Project Evaluation (May, 1978). The number of first-generation Participants responding to the questionnaire from which these data were derived was 48.

as a Participant. Participant output was any activity of the Participant that was associated with with training relationship with the Project. Output logs were analyzed quarterly with the reported activities assigned to one of five categories:

1. "Read/review" of material provided by the Project. This category included review of research articles, training films, or other "academic" material.

2. "Write/review" task analyses. This category included the initial writing of both content and process task analyses, troubleshooting, rewriting, and maintenance of learner performance records.

3. "Train clients." The time Participants allocated to practicing and strengthening their training skills on-the-job was an important variable to monitor. The first two categories of activity may or may not have taken the Participant away from client contact; the benefit of that time away could only be justified if a significant amount of the remaining time was allocated to systematic client training.

4. "Train staff." This category was used exclusively for Participant time allocated to second generation training. Informal staff training was not counted here.

5. "Other." These Project-related activities included trips to inspect other Project training sites, meeting with supervisors for review sessions, speaking to groups about Try Another Way and Project training, inservice training to colleagues other than second generation trainees, etc.

All input/output data summarized here are from Participants identified as first generation. Over the seven quarters of actual Participant training (the first quarter was primarily organizational), the average hours of Project input reported by Participants ranged from 19.1 to 38.8 hours per quarter (median average = 26.8 hours). The actual activity time (output) reported by Participants ranged from an average of

10 9 to 59.4 hours per quarter (median average = 44.4 hours). Figure 7 shows the average hours per quarter reported by the first generation Participants.

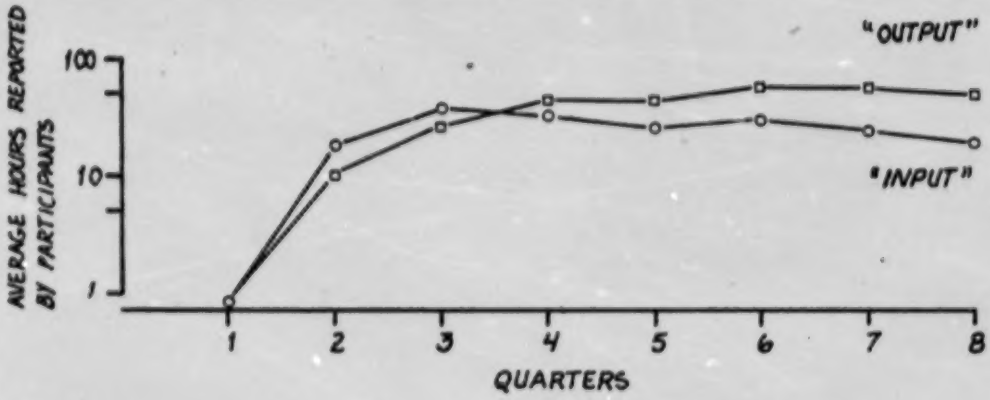

Figure 7. The average hours of "input" (Project contact) and "output" (Project-related activity) reported by the first generation Participants for each quarter.

For the first three quarters, Participants reported receiving more input from the Project than they were "outputting". That relationship reversed after the fourth quarter as the Participants increased their Project time and the Project Coordinators began giving more of their own time to working with administrators, second generation Participants, and other trainers in the agencies and community. As the reported input from the Project declined, however, the first generation Participants continued to maintain or increase their own Project-related activity.

The distribution of Project-related activities reported by first generation Participants over the course of their training is shown in Figure 8 (following page). Because the percentage of reported "other" activity remained fairly constant between six and 11 percent of the total, that activity was omitted from the figure to reduce clutter. The distribution over time of the four major Participant activities reveals the following patterns. First generation

Participants began their training with an emphasis on reading/reviewing literature and films, on writing/reviewing task analyses, and on a moderate level of client training. The next several quarters saw a rapid increase in client training, with a simultaneous drop-off of "academic" preparation, and a declining emphasis on writing/reviewing task analyses. During the fifth quarter -- when the first reports of second generation training appeared -- there was a temporary increase in read/review activities as Participants prepared for greater emphasis on second generation training. Following the fifth quarter, the time allocated to "train staff" activities rapidly accel-

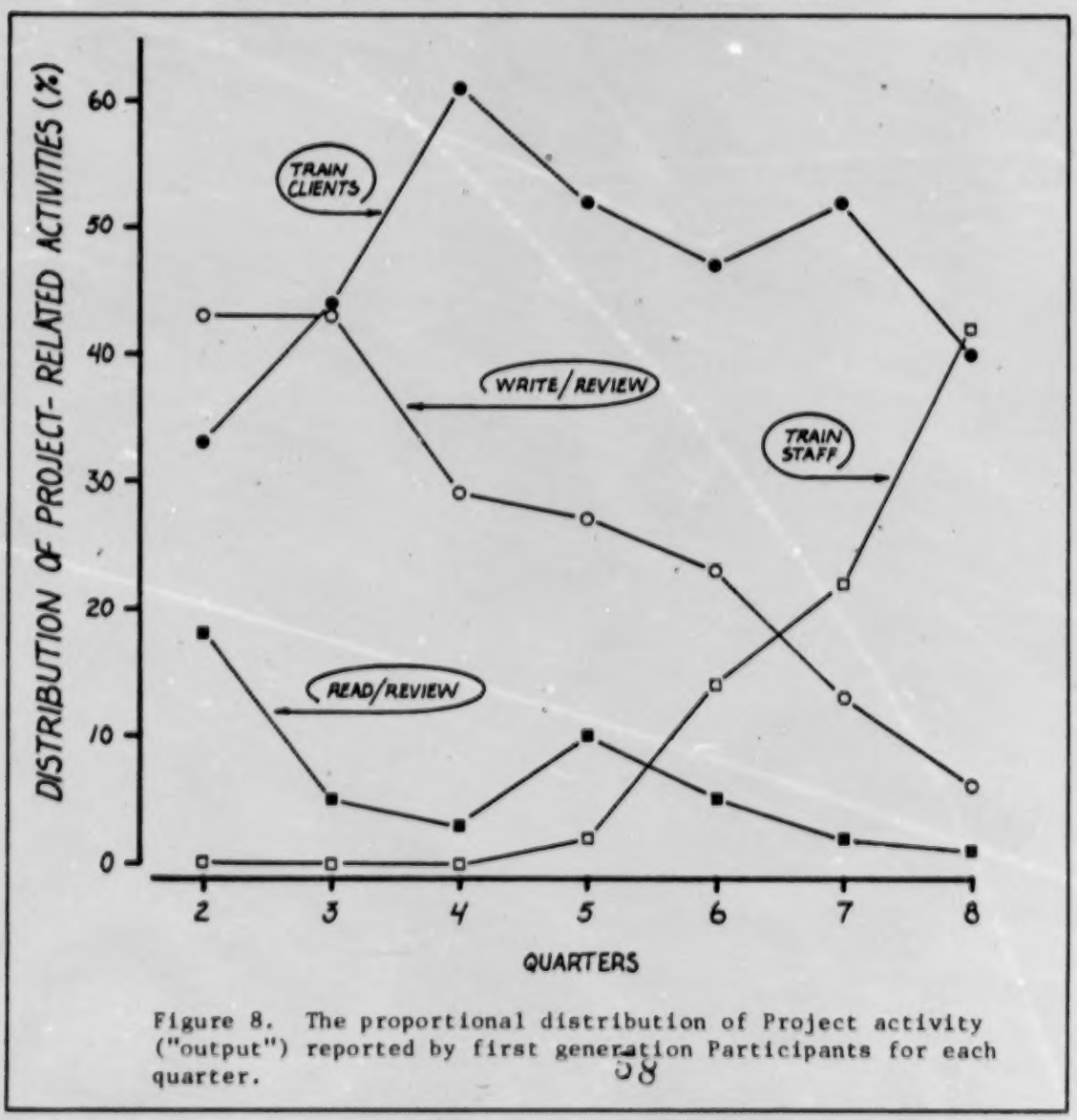

Figure 8. The proportional distribution of Project activity ("output") reported by first generation Participants for each quarter.

erated. The increased time Participants allocated to second generation training was associated with a decrease in time spent writing and reviewing their own task analyses. Although the activity of training clients declined somewhat over this period, it still remained above 40% of the total Project-related activity. It was satisfying to see that, on the average, client training maintained in the face of other demands on Participants' time.

The data on Project-related activity were systematic and corresponded to the informal observations of Project staff. Keep in mind, however, that these data are summaries based on grouped reports; individual Participant data varied around these averages. Even allowing for individual variability, these summary data allow us to draw the following conclusions:

1. The proportion of Participant time allocated to traditionally "academic" activity remained low throughout.

2. The training of clients remained proportionally high throughout the Participants' own training.

3. Once underway, second generation (co-worker) training increased at a rapid rate, the trade-off being in a reduction of writing task analyses not directly related to colleague training.

It's unfortunate that we'll have no way to know the amount or pattern of "Project-related" activity after the withdrawal of Project input and resources. A follow-up sample of these Participants' work activities a year hence might reveal useful information about the durability of Participant behavior.

Task Analysis Production. The preparation, use, trouble-shooting, and completion of task analyses were critical components of Participant objectives. Table V (following page) shows the final task analysis production for all Participants at the end of the eighth quarter.

TABLE V

Final Task Analysis Production
(All Participants)

Vocational	Daily Living
560	296

TOTAL

856

In Process	Completed
186	670

Each task analysis was labeled either "vocational" in nature and intent, or "daily living" if it was a task associated with such sub-categories as self-care, hygiene, leisure time, etc. In addition, monthly summaries of task analysis production reported the status of the analysis as "in process" or "completed". A completed task analysis was one that was submitted to the Project office, had learner data sheets attached documenting the training utility of the written analysis, and was typed and ready for distribution.

Figure 9 (following page) contains the quarterly "to-date" totals for task analysis production, broken into the four catagories. Over the eight quarters, the number of task analyses "in process" leveled off and declined as more and more of them were proved worthy and were transferred to the "completed" status. The relationship between "vocational" and "daily living" task analysis production remained virtually constant throughout the course of the Project. On the basis of total production (complete and in process), daily living analyses accounted for 35% of the total; of the total completed task analyses, 30% were assigned to the daily living category. This outcome provides documentation that the Try Another Way approach has utility for the training of tasks that range far beyond the manual assembly, vocational tasks with which it has become

identified. A list of all completed task analyses submitted to the Project office at the time of this report is contained in the Appendix as Item #3. That list subdivides further the task analyses into relevant categories and reflects the wide diversity of tasks that were met and mastered by the Participants as a part of their own training.

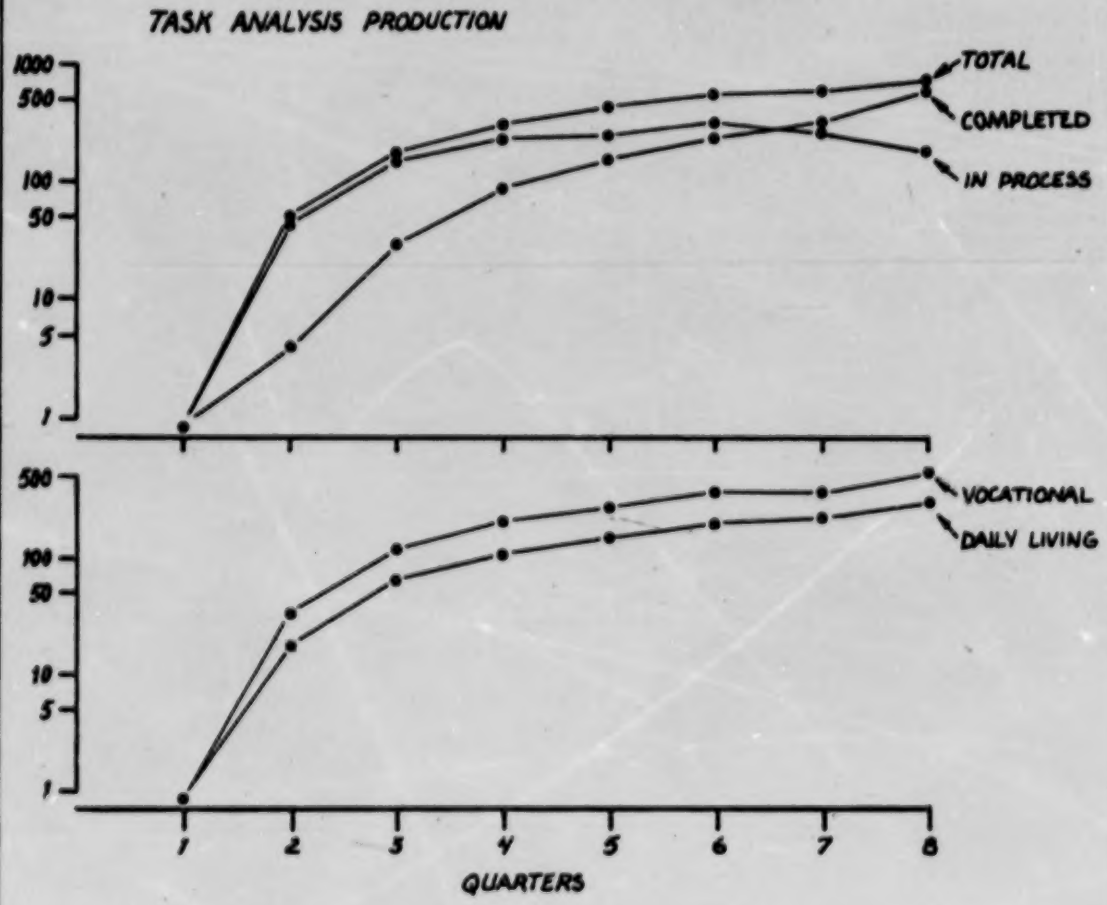

Figure 9. Task analysis production "to-date" for each quarter. Task analyses "in process" decreased in number as they were tested and transferred to the "completed" category. The vocational and daily living counts in the lower half of the figure represent both "completed" and "in process" task analyses for each quarter.

Task analysis distribution. During the early planning of Project operations, we anticipated the need for a system to funnel all completed task analyses into the Project office for final preparation and copying for the potential use of all Project Participants and their agency colleagues. Monthly posting of the completed and in process task analysis work was also expected to reduce potential redundancy among all of the tasks being analyzed around the state. The distribution of completed task analyses was anticipated to be primarily an "in-house" service for the Project Participants. However, when people wrote to the Project office for information on our work, we'd often insert a copy of the current list in the return packet to show the kinds of tasks the Participants were analyzing. The result was that by "showing off" the Participants' work, we created a demand for copies that was both a pleasure and a nuisance to deal with. The nuisance factor was that the Project was neither designed nor budgeted to provide wide distribution of task analyses. The task analyses were a by-product of our primary purpose: staff training in the Try Another Way version of task analysis.

The demand (requests, really) for copies of task analyses escalated toward the end of the first Project year to the extent that the Project instituted a new service that commenced on 1 July, 1977. Prior to making a distribution policy final, we performed a task/cost analysis of what was required to fill requests for completed task analyses. The result was the following policy: 1) requests for task analyses originating from agencies or individuals formally affiliated with the Project were filled at no cost; 2) requests from agencies or individuals not formally affiliated with the Project were filled at a cost-recovery charge per task analysis. We felt that a charge was required because funds were not allocated to the Project to cover national distribution of task analyses created as a consequence of Project training. Figure 10 (following page) shows the monthly tally for task analyses distributed following the establishment of the new service.

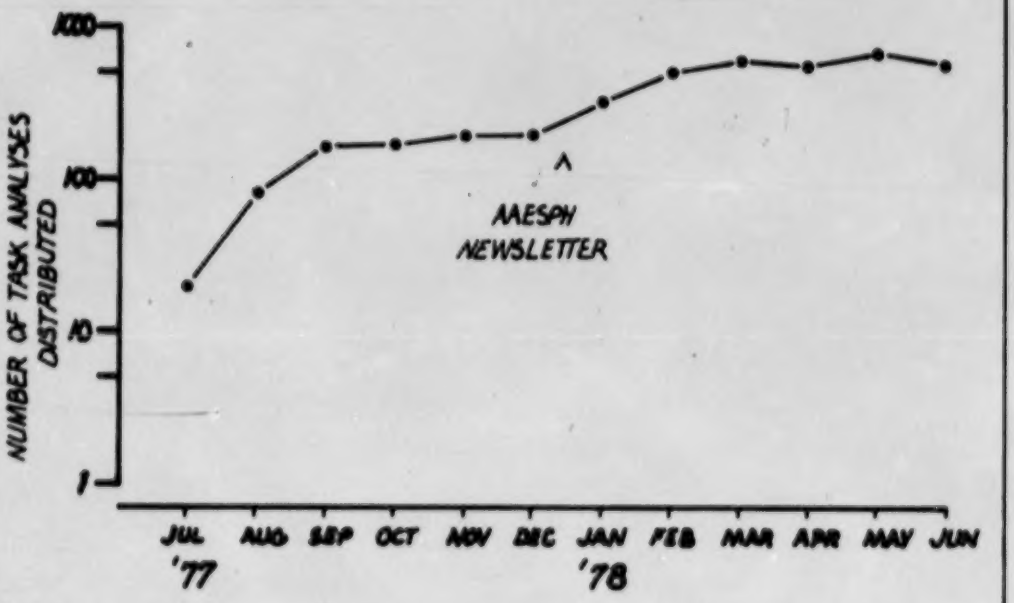

Figure 10. The monthly distribution of copies of completed task analyses for the second year of the Project. The time is shown when the availability of the task analyses was announced in the AAESPH national newsletter.

For the first six months of the new policy, the number of requests leveled off at about two hundred copies per month. Then, in December, an announcement of the availability of Project task analyses appeared in the newsletter of the American Association for the Education of the Severely/ Profoundly Handicapped (AAESPH). The announcement was a friendly gift on the part of the AAESPH staff; no one from the Project had thought to request the advertisement. As the curve in Figure 10 indicates, the AAESPH newsletter blurb was followed by a substantial increase in the monthly requests for copies of completed task analyses.

The total number of task analysis copies distributed over the second Project year was 3,638, of which 81% were ordered by individuals not formally associated with the Project. In spite of the "nuisance" of setting up a distribution system,

we were of course delighted with the wide national and international interest in the Project and its by-product, the written task analyses. Incidentally, during the Project's two years, we exchanged correspondence with people from every state (save Delaware, for some reason), five Candadian provinces, Australia, Israel, and West Germany. We couldn't have been more pleased with the wide and positive interest shown in our work, especially within such a short period of time.

Participant turnover. Knowing that the field of human services in general experiences a fairly substantial staff turnover rate, especially at the line staff level, we anticipated some turnover among our Participant group. Given the ambient turnover rate, the additional work load of on-the-job training, a fairly crude screening process during Participant recruitment, and the extended time period required for completion of training, we would have been foolish not to expect turnover. The exact level of turnover, however, was unpredictable at the outset. In this section, we report our post hoc analysis of Participant turnover after two years of working with a fairly large number of front-line staff around the state.

"Turnover" refers here to the dissolution of the formal training relationship between the Project and the participating trainees. Participants who were still actively working on their objectives at the completion of the Project were not counted as "separations" and did not contribute to the overall turnover rate.

There are probably a number of ways to define the "reasons" for turnover, some more interpretive than others. For this report, we decided to reduce the level of interpretation as best we could. For example, to speculate about Participant "motivation" as a cause of separation is speculative; to report which party "initiated" the separation would be more descriptive. In some cases, a substantial period of non-performance on the part of Participants preceded the separation. Not following through

on training agreements could result from a number of possible conditions, lack of "interest" or "motivation" among them. In some of the turnover instances, Project Coordinators encouraged the Participant to break off the relationship after numerous attempts to resolve the roadblock to follow-through. This approach was taken to help the Participant "save face" with his or her colleagues and supervisors. Even in these instances, the reason for turnover was attributed to "Participant initiated".

Project staff selected the following categories for describing the reasons for Participant turnover:

Employment change: Participant left agency, was promoted or in some other way experienced a job change that precluded further participation with the Project.

Dis-affiliation between affiliate agency and Project: A break in the relationship between Participant and Project resulting from the termination of the working agreement between the Participant's agency and the Project.

Project initiated: Regional Coordinator decided that the training relationship would not be productive after repeated attempts to resolve roadblocks.

Participant initiated: Participant chose to terminate the relationship with the Project Regional Coordinator, for whatever reason.

Left stranded by first generation Participant: Second generation Participant unable to complete training as a result of the first generation Participant's leaving agency and training relationship.

Jarvis-Gann: Toward the end of the Project's second year, the citizens of California passed the "Jarvis-Gann" property tax initiative, the immediate result of which was a fiscal crisis in virtually every facet of human services in California. To accommodate Jarvis, many agencies terminated employees or re-assigned them to fill in for staff shortages. Adjustments to Jarvis caught up some of our Participants who were on the verge of completing their Project training.

TABLE VI

Analysis of Participant Turnover

Total Participants*	179
Number of separations	59
Turnover rate	33%

Reasons for Turnover:

Employment change	32%
Dis-affiliation	10%
Project initiated	12%
Participant initiated	29%
Left stranded	8%
Jarvis-Gann	9%

* Sum of total completed (109), total still working on objectives at completion of Project (11), and total separations (59).

As Table VI shows, the Project concluded with an overall turnover rate of 33%, covering a period of close to two years. The dominant reason for the turnover was "employment change"

at 32% (higher if the Jarvis-precipitated turnover is added in). An examination of the individual cluster data showed that except for Los Angeles, each cluster had 6-10 Participant separations; the Los Angeles cluster produced only one instance of turnover.

Is a 33% turnover rate too high? It's difficult to say without precise data on the "ambient", or normal, turnover rate among the agencies with which we had affiliations. We certainly would have enjoyed a lower turnover rate, given the extraordinary resources invested in each Participant. We think that we've learned some things that would allow us to reduce that rate in the future. Some of those ideas appear in the following critique and recommendations sections.

The effect of Project involvement on staff turnover went both ways. We had several Participants volunteer that they had decided against quitting their agencies because of what they were learning through the Project. If, in fact, normal turnover in our field results in part from frustration on the part of new inexperienced line staff -- frustration over not having the skills to do what they're expected to do for their clients -- then an effective on-the-job training program could moderate some of that normal turnover even though it demands more time and effort from the employee during the process.

Participant attitudes and expectancies. The underlying proposition that brought about The California Project was that through sophisticated, systematic staff training, competencies on the part of persons with developmental disabilities would emerge that would force a re-assessment of previously held attitudes and expectations. More simply, powerful training would produce surprises, with a resulting elevation in the "climate of expectations" surrounding persons called developmentally disabled. By preparing a more optimistic climate, progressive, normalized service system concepts might receive more serious consideration.

We wanted Project training to have a positive effect on two areas of Participant expectations: expectations of competency among their clients, and expectations of their own competency as professionals. Measurement of expectancy and attitude change, on the other hand, was not among the collective skills of the Project staff. We had our hands full figuring out how to monitor objectively our progress toward contractually obligated goals related to training trainers.

Fortunately, this topic was given high priority by the Advisory Board in its proposal to the Department for an external evaluation of the Project. Unfortunately, the San Diego State evaluation is incomplete at the time of this writing. An intermim report is available from the San Diego State group, however, part of which summarizes Participant reports of "professional change" and their attitude toward "the manner in which The California Project presented its training." A second quarterly report summary was distributed by the San Diego State group, a copy of which is attached here as Appendix Item #5. Their data on the impact of the Project on Participant attitudes toward their clients were incomplete and scheduled for summary in subsequent reports.

The interim report of the San Diego State evaluation shows that Participants reported a substantial change in "professional change". For example, "moderate" or "much" change was reported for acquisition of professional knowledge (95%), acquisition of professional skills (90%), acquisition of professional incentive (76%), and acquisition of appropriate professional values (71%). Based on these "external" data, it seems to be a fair conclusion that the majority of the Participants experienced a positive change in their expectations and attitudes toward their own professional competency.

Throughout the course of the Project, Participants were asked to keep anecdotal notes on their attitudes, feelings, and expectations toward themselves and their clients as they progressed through their Try Another Way training. Only a small

representative sample of those informal reports can be included here.

"The California Project has changed my preconceived ideas about the mentally retarded. One woman we worked with has perceptual motor difficulties, behavioral problems, extremely low frustration level along with being moderately retarded. Through the training I've seen her negative characteristics disappear and enthusiasm with learning appear. But most importantly, my negative characteristic -- preconceived ideas about the mentally retarded -- has disappeared."

Sherry Hahn
Work, Inc.

"Over and above all the practical teaching training, I feel that my biggest gain in participating in The California Project has been attitudinal. Marc's tenacity in convincing us that with this system I.Q., previous assessment, etc. are incidental, is of real value. I feel I have a new and better perspective in viewing trainees. My expectations have been raised!

"I'm experiencing such satisfaction in training people to do things they previously would not have been expected to do -- or even given an opportunity to try!

"I'm very grateful for this training and I'm glad I have a boss whose priorities are such that I can receive and use this training.

"I'm going to use TAW the rest of my life! And not just on the job, either. I can analyze any task I wish to and teach just about anyone. For me the big thing I've learned is to have high expectations -- expect a lot and get a lot!

"Thanks Marc and Charlie and Jeri!"

Audrey Wiley
Pacific State Hospital

"Thinking back over the past few months of second generation training, it's difficult to sum up one's feelings about the involvement, the new way of seeing. How does one describe growth? To know that one has changed but not be able to quite say how.

"I know that I have changed because of my participation. I grew to respect people I hardly even knew. I surprised myself, did work I wasn't sure I was capable of doing, caught a glimpse of a new reality, and I liked it.

"Three cheers for The California Project, three cheers for me, three cheers for the men and women whose participation will continue to make Try Another Way a reality."

Jack Wheeler
VCAR, Independent
Living Program

At the conclusion of her work with the Project, Kathy LaMarr, a teacher at Somona State Hospital, took the time to prepare a detailed summary of her experience with Try Another Way. The purpose of her paper was "to document my growth as a trainer." Although it's long for a report of this size, it had to be shared. Kathy's report is attached as Appendix Item #6.

The many Participants who gave the extra effort to share their "anecdotes" over the last two years gave us the best data possible. Graphs and tables simply cannot convey the essence of what it means when people peel away the gauze our history has placed between "us" and "them".

ORGANIZATIONAL IMPACT

People move from place to place; organizations tend to stay put, expand around a fixed point, or expire. With that profound insight firmly in hand, we can make three predictions:

1. Participants who completed Project training will be permanently influenced by the experience; that prediction is not necessarily so for the agencies which employed them during the process.

2. Three years hence, agencies which display any evidence at all that they were once visited by The California Project will be those which institutionalize facets of the Try Another Way approach as part of their organizational behavior. "Institutional memory" will be a consequence of administrative expectations and support.

3. Affiliate agencies in which there is no evidence of the training's influence on organizational routine will receive no long-term return on their substantial investment (and the state's) in staff development.

These predictions result from the premise that at some point successful innovation, and the "temporary" accommodations which allowed the success to happen, must become routine if further transformation and refinement is to evolve. What, then, are some of the ways that affiliate organizations have assimilated facets of the Try Another Way training?

We've sorted the various ways in which affiliate organizations have begun to assimilate Try Another Way into four broad catagories. Those categories are described below, along with illustrative examples.

Accentuating client training. Organizations that serve persons with developmental disabilities usually operate by way of a set of long-range goals. These goals, however, are rarely discussed by staff on a day-to-day basis. Much more

transient objectives demanding immediate attention are the typical realities. If the Commission on the Accreditation of Rehabilitation Facilities is scheduled to visit soon, a plethora of paperwork might have to be produced. When production on the Widget contract is lagging, a flurry of staff activity is in order. The day after Special Olympics all ribbon-bearers must be acknowledged. Under these circumstances, less pressing items on the agenda must wait until the uproar subsides.

The systematic instruction of new skills to clients is an event that is often overshadowed and postponed by such events, and there are a number of reasons why this is so. Staff often does not have the technique, the time, or the support to engage in organized client training. There are many more reasons. Someday, one of the Regional Coordinators may publish a tongue-in-cheek account entitled "101 Reasons Why Training Can't Happen Here".

A common reaction to the presence of The California Project was an increased accentuation on client training. Routine instruction often assumed new importance and moved closer to the top of the list of priorities. The net result is that training functions became more difficult to suspend, regardless of temporary, minor crises.

A way that one organization operationalized this increased priority was to modify schedules and set aside a certain period of time each day for training purposes. Shirley Dove, Vocational Director of Ventura County Association for the Retarded's Camarillo workshop has made provisions for each floor supervisor to have one hour per day of structured client training. Ms. Dove also submitted a grant for full time training positions and expects to implement this program with support from the first generation Participants at V.C.A.R.

It is refreshing to see other organizations express a renewed commitment to client training through some truly creative

innovations in service delivery design. The Ontario-Pomona Association for Retarded Citizens (OPARC) made significant steps toward building an exciting bridge between its adult school and its sheltered workshop (Diversified Industries). Based on the efforts of Coordinator Jeri Dolan and the three OPARC Participants (Lina Franklin, Donna Gerrard, Sally Hall) a number of OPARC School clients were prepared to move into the work environment at Diversified Industries. Without some rather intensive coordination, planning, and training, the School clients' "graduation" to the workshop probably would not have been so effective. School clients are adapting to the work environment and are learning many new tasks that, for some, provide renumeration for the first time. The following note was prepared by OPARC Director Mary Merrill:

> "The value of The California Project for OPARC has increased each month. OPARC was in the process of developing a pre-vocational program at the OPARC Day School when The California Project was implemented. The Project helped in establishing the program. Because of the impact on client performance, the Marc Gold (California Project) method is used now to train all in-coming clients at OPARC's Diversified Industries. Throughout the organization, the method is used daily.
>
> "The philosopher Kahlil Gibran once said that the mark of a true teacher is 'to bring one to the threshold of his own knowledge.' The California Project does indeed do that. OPARC is greatful for the opportunity to be part of this significant, positive, and useful program."

When an organization arranges a context for the systematic exercise of training skills like that at OPARC, it is a safe bet to assume that those skills will grow in both value and durability.

Redefining job descriptions. An atypical, "organic-adaptive", organization like The California Project can be productive and

cohesive even in the absence of traditional job descriptions. Larger, more complex systems often require greater clarity in the definition if its members' roles and responsibilities. Getting an organization to move in an identified direction means that the activities of various parts must be coordinated precisely.

Once Try Another Way became established as a useful addition to the Participants' "toolbox" the effects of systematic training became apparent to affiliate agencies in unique ways.

Participants and other staff displayed new enthusiasm, trained dramatic skills, and regularly began referring to clients as "learners". The Project stimulated a re-thinking of goals, methods, and outcomes. The status-quo began to vibrate and the disequilibrium was resolved in some agencies by redefining the duties and responsibliities of its staff.

Taking into consideration the increased effectiveness of trained staff, several organizations spelled out in job descriptions how they intended staff to employ their skills on a routine basis. Many descriptions were expanded to include the writing of task analyses; others assigned explicitly the responsibility of training new skills to clients, a duty that is rarely stated clearly. Frequently, the person responsible for the time studies for new contracts absorbed the added function of task analysis, as reported by Ventura Coordinator Mark Stricklett:

> Simi Valley Community Help Center Director William D. (Don) Gatewood stated, "For all client training, new incoming contracts will be assigned to a floor supervisor and a task analysis will be developed. I see this process as being an integral part of doing the time study for bidding purposes."

Rather than expand on existing job descriptions, some agencies consolidated the training function into an entirely new position

for the organization. At Pacific State Hospital, for example, a full time training position has been created for the workshop. This individual will be task analyzing new contracts and also be receiving referrals from floor staff on specific training problems.

Exceedingly complex organizations like HOPE Rehabilitation Services acknowledge the value of Try Another Way by coupling training and engineering functions into an entirely new box on the organizational chart. In an effort to balance the preceived conflict between the needs of production and rehabilitation, a Training and Engineering Unit was developed with the assistance of Participant Susan Yoshimatsu and Coordinator Ron Lecours. The Unit will work closely with people from the contracts department and with floor supervisors. The Unit takes contract bids and work orders, writes a task analysis on the contract, helps managers to set up the contract, supervises the training of clients by floor staff, and monitors early production. The Unit will also deal with training functions of non-contract programs, and will be involved in the inservice training of staff.

The trend that is being established in all of these organizations is the clear delineation of how individual roles mesh with others in order for the whole organization to work effectively for its clients.

Modifying internal staff development. Prior to their affiliation with The California Project, the human service agencies frequently had the opportunity to "import" staff dvelopment from outside the organization. With the advent of the Project, however, it became evident that an organization could also profit immeasurably by exploiting the skills that their own staff have.

There is a twofold benefit to such internal staff development: not only does disseminating one's skills to co-workers multiply the effects of those skills, but the opportunity to demon-

strate one's talents also facilitates the personal interrelations among staff. An outstanding example of such impact is beautifully described in another anecdote passed along by Don Gatewood, Director of Ventura County Association for the Retarded's Simi Valley Community Help Center:

> "Now that The California Project is coming to a close, I can look back and visualize where we were two years ago. I was in the very beginning stages of the development of team work among our staff. I had only been employed by the Association two months prior to becoming involved with this Project.
>
> "Over this two-year period, The California Project became a very important instrument which I utilized in the educational training of staff members. Through the use of the terminology used by The California Project, a bond between staff members was enhanced due to this new language that everyone understood. Communicating their observation verbally and in written form has improved tremendously. We have already begun the process to train other staff members who were employed recently.
>
> "Implementation and carrying out this training for our entire staff was not easy. The trials and tribulations that our staff has endured has really paid off. My thanks to Mark Stricklett for his perserverance in sticking with us during the many interruptions while the training was in process."

The development of staff competencies can happen in various ways, depending on the size and personality of the organization. Below are two comments that form a study in contrasts: skill-sharing at one agency happens by an "osmosis" of sorts; the other agency chooses a more formal process. The first comment was submitted by Ron Lecours, Project Coordinator for the San Jose area:

> "As a result of both some formal and informal sharing of skills among the staff at Poplar

Center (San Mateo), staff members not formally affiliated with the Project have successfully written and implemented a number of task analyses. Stan Duncan (Participant) reports, 'They have worked on these task analyses on their own initiative, have only checked things out with me briefly, and the task analyses are professionally done!"

"I feel that my training and the application of this training in the Try Another Way technology will be of great benefit to the autistic residents which I serve. I am also going to be involved in training other staff here in the Behavior Development and Learning Center as well as staff from other areas of the hospital. The hospital training officer has purchased the complete set of training films and these will be an integral part of the training which will probably begin some time in August of this year."

Gary D. Bazzell, Teacher
Program 5D
Camarillo State Hospital

Incorporating Try Another Way. Among the consequences Project training had on organizations was the incorporation of Try Another Way into the functions of client evaluation, performance documentation, and individual program planning. At times the outcomes of the training effort fit nicely into pre-existing structures, at other times they required extensive modifications. In any event, Project staff were gratified to observe the growth that people and organizations realized in working with the Project in these efforts.

This final section, describing the consequences of Project impact on organizations, show how some agencies altered the typical manner of conducting some of their functions.

In rehabilitation settings, especially, traditional forms of client evaluation characteristically attempt to establish an

inventory of the client's current skills in a non-instructional environment, or one that is of low instructional power. This "snapshot" approach to evaluation rarely results in any significant change in performance. Incorporating a training technology into the evaluation system yields a more dynamic way of conducting the assessment. California Project Participants engaged clients in the process of learning new skills and based whatever evaluation they had to make on the data that were collected during training.

> "Try Another Way has completely sold me on the merits -- and downright necessity -- of data keeping.
>
> "The data taken on the performance of each learner on every task he learns provides me with a wealth of information. It gives me that status of his present performance -- and at times records the status of my teaching -- such as when a determination is made that I need to break the task down into smaller teachable components for the success of the learner. Or when I need to implement a change in a jig or provide a special or different tool, etc. -- all recorded on the data sheet.
>
> "In time, the accumulated data gives a graphic picture of the learner's progress in general as well as in specific skills acquired. This information can be of great value in providing really productive activity during down time. And it's a challenge to create, if necessary, those down time activities that can strengthen the learner's skills which data shows need strengthening.
>
> "Data records all of the information needed in more and more required accountability to various funding and accreditation sources.
>
> "When I think of all the valuable information that would simply 'go down the drain' if I didn't record it, I find that I would keep data now, even if it weren't required. It's of too much help -- it's a 'map', a 'history', a 'diagnosis', a 'plan', for present and future activities. It's too valuable to forego!"
>
> Audrey Wiley
> Pacific State Hospital

The utility of such performance records extends into the design of the individual client plan (whether they're called IPP, IEP, or IHP). Many programs recognized the importance of orienting Project training toward both client evaluation and program planning. On the basis of task analyses developed through Project training, Alice Widger, Participant at Valley Light Industries (VLI) and Jeri Dolan, Project Regional Coordinator, developed a "hierarchy of jobs" available for client training and evaluation at VLI. The following observations were prepared by Adrienne Brooks, the Work Adjustment Counselor for VLI:

> "This system provides a definite ladder of acquired skills enabling the work adjustment counselor to refer a learner to a job level based on the demonstration of skills exhibited on the initial work evaluation/adjustment period. From this specific rung in the hierarchy a learner can be motivated to acquire the additional skills needed to progress toward higher job levels. It proves an easier task for the counselor who has an understandable and explainable system of showing the trainee where he is at in terms of production skills and how he can acquire higher levels of competencies. A job hierarchy permits the clients and the counselor to set goals, measure the progress, and know when the goal is met. Utilizing this system, structured training can be set up in coordination with the learner's individual program goal."

Those of us who are espcially concerned with client training are bound to be more effective within agencies that adopt good, functional formats for client planning and evaluation. It all fits together.

LEARNER (CLIENT) IMPACT

Goals and outcomes. Project staff set two goals related to Participant training impact on learners with disabilities. The first goal was that 1120 different learners would acquire one or more new skills. The final tally at the Project's conclusion showed that 1888 different learners reached learning criterion on new tasks; the "different learners" goal was surpassed, therefore, by 69%.

The second goal related to the total number of new skills that would be acquired by all those individual learners. The goal was a total of 2000 new skills acquired; the final result was a total of 2766 new skills acquired, 38% higher than the projected goal. Although we fell slightly below our target for total Participants completing training (down by 3%), all Participants produced results that far exceeded our projections for their impact both on different learners and total new skills acquired.

Table VI (next page) provides a comparison of the number and proportion of tasks analyzed and new skills acquired; these data are broken down by the types of settings in which the work took place.

The distribution of tasks analyzed and new skills acquired seem to correlate, as one might expect. Two-thirds of the tasks analyzed and almost three-fourths of the new skills were produced in adult day programs located in the community.

The second largest grouping of new tasks/new skills occurred in the four state hospitals with which the Project was involved. It appears that the Department of Health received a fair proportional return on its investment of 20% of the Project budget, especially in light of many people's assumption that state hospital residents are those among us who find learning most difficult.

TABLE VI

SETTING BREAKDOWN OF TASKS ANALYZED
AND NEW TASKS ACQUIRED BY CLIENT-LEARNERS

	Tasks Analyzed			New Skills Acquired		
	Number	Percent		Number	Percent	
Adult Day Programs (community)						
Adult School/Activity Center	54	7%		210	8%	
Work Activity Center	212	27	66%	734	26	72%
Sheltered Workshop	251	32		1,044	38	
Public School Programs						
Development Center	43	6	14%	59	2	8%
Other	67	8		174	6	
State Hospitals						
Sheltered Workshop	38	5	16%	236	9	17%
Other	83	11		224	8	
Residential - Community	33		4%	85		3%
TOTAL	781*			2,766		

* This total includes the number of completed task analyses in the Project central file (670), and task analyses that were completed but remained in agency files at the time these data were collected.

The breakdown of the number of new skills acquired is portrayed graphically in Figure 11. That figure, and the data in Table VI give a clue to the attention the Project paid indirectly to clients classified as severely or profoundly retarded. Generally (but certainly not invariably) there is a relationship between a client's "level of functioning" and the program or setting to which that client is assigned. To be specific, people called severely/profoundly retarded are often placed in the following settings: adult activity centers, development centers (for children), and state hospitals. By tallying the number of new skills acquired by learners in those settings, we find that at least 26% of the total new skills were probably acquired by people labeled "severely" or "profoundly" retarded. This process may seem sloppy and roundabout; but it's no more "sloppy", we discovered, than the way those labels are used within a number of agencies around the state.

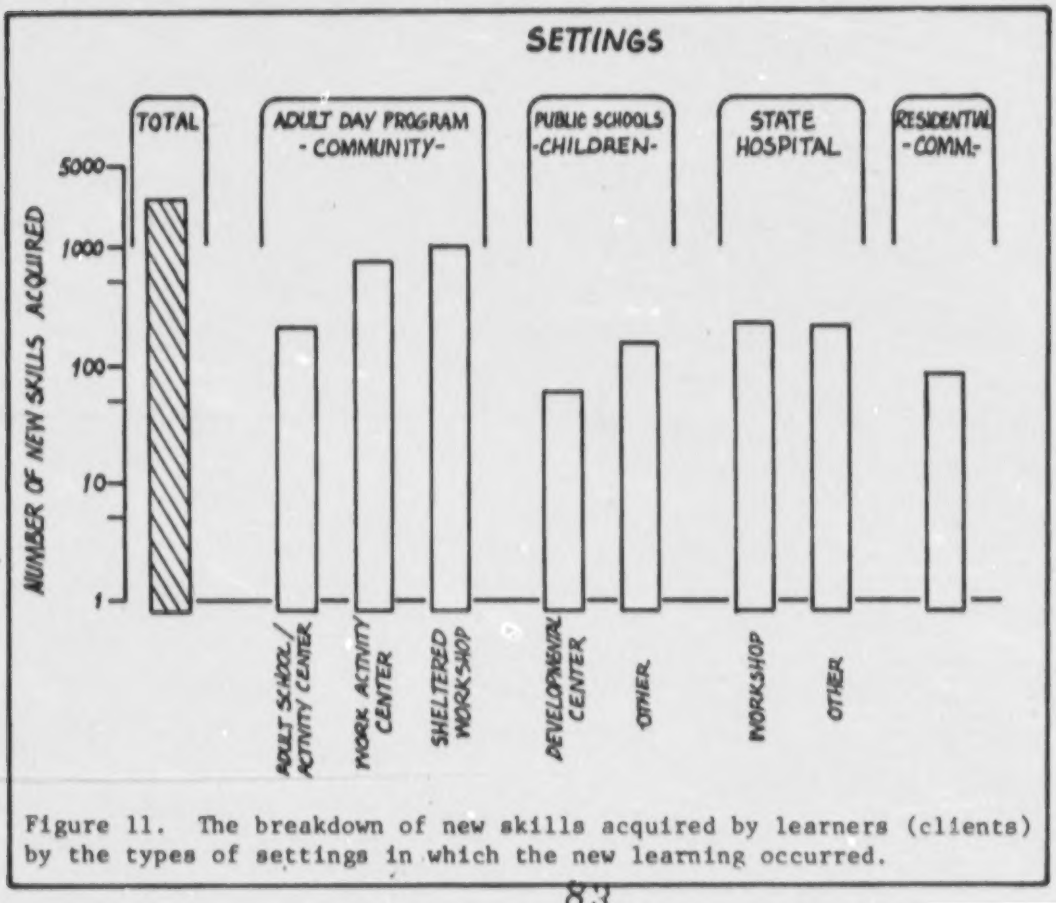

Figure 11. The breakdown of new skills acquired by learners (clients) by the types of settings in which the new learning occurred.

Evidence of effect on client income and productivity. Before pursuing this topic, three points need to be made. First, the purpose and contractual obligations of the Project were to train trainers. Our formal mission didn't include having a direct effect on the income of clients in work training and sheltered employment programs. Clearly, we all hoped that one "ripple" of the staff training would be enhanced client income and productivity. But too many variables interact with client income to expect that the availability of more competent training alone would necessarily produce higher wages and greater contract income for clients and facilities.

Second, the Project's internal evaluation system was geared to processes and products related to training trainers to apply the Try Another Way approach. We designed no on-going way of collecting data specific to client income and productivity. The data we did acquire on this topic were, therefore, incidental to our internal evaluation process and should be interpreted in that light.

Finally, a number of programs affiliated with the Project -- e.g., development centers, state hospitals, community residential services -- had goals that were not directly related to client income. On the other hand, a number of agencies with which we worked did include increased remuneration for their clients among their organizational goals. We tried to tap the latter programs along the way for information related to our impact on client income and productivity.

Having made all the above disclaimers, a few examples of what the Participants and Coordinators turned in during the course of the Project are presented below. Some of the information related to groups of clients and some to changes for individual clients.

Ron Lecours, the Regional Coordinator for the San Jose area, compiled the following production summary:

> Here are some data on the counting/ bagging operation for the Schlage lock cylinder pin contract at the Poplar Center in San Mateo.
>
> The contract calls for 100 very small cylinder pins to be counted out and bagged. The previous method involved scooping out the approximate number of pins, "eye-balling" and adjusting to more precise estimates, and bagging. The count in each bag varied so much that each individual bag then went to the shadowgraph for quality contol where the final adjustments in count had to be made.
>
> Participant Stan Duncan task analyzed the operation (task analysis #0189), developed some balsa wood balances, and trained workers to use the balances in a new fashion. This new operation resulted in production that was so precise that the use of the shadowgraph was no longer necessary.
>
> The data from production makes an interesting comparison. The data from each method were drawn from four weeks of production in each case.

	Old Method	New Method
Total client hours:	162.5	349.3
Total units produced:	6000	15,700
Production rate: (units per hour)	36.9	45.0

> Production rate increased 8.1 units per hour, on the average, for this group. That's a 22% increase over the old method. Additionally, the shadowgraph was made available for other contracts or for training; double-handling of materials was eliminated; staff supervision was decreased; and, clients who could not

be taught the "judgement" involved in the previous method could now have access to this contract.

The following observation was submitted by Karen Kleaver, Participant at the Work Training Center in Chico:

> "Last night, after my first full day of production following training on the Caribou Mountaineering contracts, I counted and checked each piece for accuracy.
>
> "Out of 2,082 buckle straps assembled during the day not one was done incorrectly. I had 100% accuracy! This work was done by the people who had previously been considered untrainable by some of the supervisors. Now they're working with more accuracy than some of the 'higher functioning' clients at the Center!

Karen followed up this observation by looking more closely at the wages and productivity of the clients she had trained on the Caribou contract after she had task analyzed the component jobs. All of the increases reflect three months or less of training.

Client-Worker	Previous Hourly Wage	Current Wage	% Wage Increase	Time in Production
A	$ .36	1.00	178	3 months
B	.56	.65	16	2 months
C	.50	.65	30	1½ months
D	.11	.48	336	3 months
E	.62	1.12	81	1½ months
F	.40	.42	5	1 month

Bob Pray, a first generation Participant from the Starlight Center (San Diego County Association for the Retarded), submitted the following outcome of his task analysis and training:

> "Several individuals who would have been excluded from the Rohr Wire contract because of training difficulty now have that skill. The clients working on the Ektelon racket stringing contract have doubled their paychecks."

Finally, Ron Lecours prepared the following production summary for the Skills Center in Santa Cruz:

> "Reid Stotts (second generation Participant) and I were able to delve into some of the production records that were kept through the month of February on the Redwood Basket contract, and we retrieved some data that I know you'll find exciting.
>
> "We collected information on the average output per worker on two 'good' days (no schedule disruptions, plenty of materials, etc.) in February. On February 1 and 2, we found that each worker produced, on the average, 3.2 units per hour.
>
> "Next we looked at the performance of two individual workers that Reid had the opportunity to train on the same work station. Through the entire month of February, these two people had production figures of 4.7 and 7.5 units per hour, on the average.
>
> "While our sample is admittedly quite small, the results appear to be dramatic: the two people who were trained systematically produced at rates that were 47% and 134% above the shop 'average'."

To conclude this section, we'd enjoy sharing a poem by one of our first generation Participants, a woman who is a trainer in a vocational program but whose vision extends beyond production figures and client paychecks.

LET ME TEACH YOU HOW

There is so much that you can learn -
Will you let me teach you how?

The way to go from place to place -
Will you let me teach you how?

To spend your money and get your change -
Will you let me teach you how?

To meet someone and make a friend -
Will you let me teach you how?

To read a book, to find out more -
Will you let me teach you how?

To pay the rent and all the bills -
Will you let me teach you how?

To buy the food that's good for you -
Will you let me teach you how?

To buy the clothes and wash them too -
Will you let me teach you how?

To clean the house and keep it neat -
Will you let me teach you how?

Hooray! for you, you're on your own.
Thanks for letting me teach you how.

Nancy Shird
Feather River
Opportunity Center

5
CRITIQUE

This chapter was set aside for a hard look at the strengths and weaknesses among the Project's strategies and tactics. The events that led to the creation of the Project -- and the political repercussions of those events -- were described in Chapter 3. The Project's gestation period between conception and start-up is not the focus of the discussion here, except to say we've all learned to be more sensitive to the need for broader participation in the planning phase of an effort with the scope of the Project, irrespective of any sense of urgency to create a program of service.

INTERNAL CRITIQUE

At the conclusion of the Project, the staff reviewed and critically examined the Project's strategic aspects. We developed consensus on the benefits, limiting realities, and what we'd do differently (if we could) with regard to each strategic aspect. We're well aware of the frailty of self-analysis captured so well by the seventeenth century Frenchman, La Rochefoucauld, who suggested that "we confess to our small faults to create the impression that we have no great ones". Faults attending the Project -- great or small -- that are overlooked here will surely be pointed out by others who have less of their egos invested in the Project. The following pages re-state the Project's strategies and condense the results of our self-critique.

STRATEGIC ASPECT

EXPLICIT PROJECT GOAL OF DISSEMINATING TECHNOLOGY

The structured training approach of Try Another Way is a synthesis of the research of Marc Gold and a number of other investigators in the science of human learning. The overriding purpose of The California Project was to make a technology of instruction that was developed in research settings available to service settings in California. The Project was to be held accountable primarily for results associated with this strategy.

BENEFITS

- Try Another Way has demonstrated relevance to virtually all agencies that serve persons with developmental disabilities.
- The explicit goal of the Project permitted manageable and attainable objectives for agencies and Participants.
- While there is room to customize the application of Try Another Way, the Project maintained internal consistency by adhering to the structural aspects of Try Another Way in its dissemination.
- Try Another Way embraces all successful techniques and tactics of teaching skills to learners and transcends allegience to any single theory or school of thought.

LIMITING REALITIES

- The focus on instructional technology does not take into account components of existing service systems that are unaccustomed to providing powerful training on a routine basis.
- Even technologies that are proven to be effective are often resisted by systems because they upset the status quo.

WOULD MODIFY STRATEGY BY...

- incorporating the Try Another Way approach into a broader training package that included a focus on individual program planning and programmatic features of the principle of normalization.

STRATEGIC ASPECT IMPLICIT GOAL OF ELEVATING EXPECTATIONS

Although not stated as a contracual obligation, the fundamental intent of those who invented the Project and those who carried it out for two years was to have an impact on attitutdes and expectations toward persons with substantial developmental needs. In a gently subversive way, the careful dissemination of powerful instructional technology was seen as a means rather than an end. Because of Marc Gold's ability to challenge conventional "understanding" of mental retardation and to clarify conceptual issues, he was frequently used as a motivating factor for both Project staff and Project Participants.

BENEFITS

- Expectancy change could provide a groundwork for fundamental change in service delivery design.
- Expectancy change allows clients access to training on tasks perceived as complex.
- The expectancies of others seem to have an effect on one's own self-concept.
- Marc Gold worked as a motivating agent for line staff because of their recognition of him as a national leader in the field and as an advocate for client and service competency.

LIMITING REALITIES

- Instead of positive expectancy change, some people will attribute unexpected client performance to superficial factors external to the client (high staff ratios, extraordinarily talented trainers, good production contracts, etc.).
- It is difficult to quantify expectations and attitudes in order to measure change; qualitative reports take on the air of "born again" testimonials.
- Learning opportunities in natural settings are not alway sufficiently available to challenge expectations.
- Unbridled optimism about the potential of existing technology can backfire, especially given a combination of novice trainer, profoundly involved learners, and complex tasks.
- Continued use of an outside motivator, such as Marc Gold, risks dependence on a single personality and clouds contribution of others involved. In addition, the "guru" or "superstar" perception creates resistance and resentment in some people (usually not line staff, however).

WOULD MODIFY STRATEGY BY...

- (we would keep this strategy implicit. People can get touchy about attempts to change their "attitudes" before they comprehend the fun and positive virtues of the experience.)

STRATEGIC ASPECT FOCUS ON DIRECT LINE STAFF

A key Project strategy was to concentrate the bulk of the formal training on line staff who were assigned responsibility for daily training and supervision of agency clients.

BENEFITS

- Participants have immediate access to clients for application of training.
- The Project concentrates on personnel having a) most frequent contact, b) most influential relationship with clients, and c) most interest in training techniques for clients.
- Successful completion of training can facilitate career development.
- Personnel at this level typically have the fewest opportunities to receive systematic training.

LIMITING REALITIES

- The degree of training benefit is a function, in part, of staff-to-client ratios and assigned roles of line staff which may or may not stress client training (Psychiatric Technician, Floor Supervisor, etc.).
- Line staff typically have little control over their own work schedule with regard to release time for their own training, opportunities to train clients, etc.
- This personnel level is typically underpaid and characterized by high turnover.

WOULD MODIFY STRATEGY BY...

- increasing and expanding the formal involvement of management staff.
- clarifying better the added cost and the need for training space and time before staff training commences. Additional agency costs associated with staff training would be a) built into the training budget, or b) acknowledged early on as an agency responsibility to be absorbed by them.

STRATEGIC ASPECT

GENERATION OF A "RIPPLE" EFFECT IN THE DISSEMINATION OF TECHNOLOGY

A significant feature of the Project was its development of persons who became not only capable of utilizing the Try Another Way approach to a high level of proficiency but also learned to train other professional staff to apply the technology.

BENEFITS

- The investment made by local and state agencies will pay off long beyond the duration of the contract that created The California Project.
- The Project provides affiliate agencies with the long-term resource of resident experts.
- Teaching others how to do what one does well serves to deepen one's understanding of the foundations for those skills.

LIMITING REALITIES

- Quality control of the "ripple" is difficult in process.
- The initial investment of time and money is inflated because a "ripple" process requires a long period of expert supervision.
- Long-term pay off is reduced if local and state agencies do little to support the training of subsequent "generations". Even the best of ripples don't go far in rough (or frozen) waters.

WOULD MODIFY STRATEGY BY...

- requiring more intensive, concentrated training during the "conceptural groundwork" phase which would reduce the overall time it takes Participants to complete their objectives.
- postponing the identification of "trainers of trainers" until after successful completion of the criteria for applying the approach.

STRATEGIC ASPECT STATEWIDE INFLUENCE

The statewide strategy was an alternative to a "pilot project" approach in which the training would be tested and refined in selected settings before being available on a broader scale. It was decided early on that the utility of the Try Another Way approach had been thoroughly researched and demonstrated; what was needed was exploration of methods for statewide dissemination of the approach. Although important regions of the state had no access to Project training, the seven areas assigned to the Project encompassed many regional and community variables (population density, community affluence, service types, etc.). Dissemination of Project materials and up-dates was given high priority and included wide distribution of print products, staff availability to community groups, and presentations at conferences. Conference presentations typically involved Participants who were receiving training.

BENEFITS

- The statewide strategy saved the time and money that would have been consumed by a "pilot project".
- The strategy provided a common approach and set of skills across the state.
- Wide distribution of progress reports were useful as a communication tool.
- Dissemination efforts provided high visibility for successful agencies.
- Involvement of Participants in conference presentations added credibility and provided Participants with good professional development experiences.
- The statewide dispersal of training reduced the likelihood that successful implementation could be attributed solely to unique regional characteristics.

LIMITING REALITIES

- Project staff and Participants were required to solve unanticipated tactical problems in process, a real test of flexibility and patience.
- In a large state, maintaining cohesion and communication among far-flung clusters is difficult.
- Cost is related to the intended scope of impact.
- There remain regions of the state which had no access to Project training.
- A statewide strategy (especially in California) is politically complex; the Project touched and was touched by a large number of interest groups.

WOULD MODIFY STRATEGY BY...

- (would retain a statewide strategy and use what was learned through The California Project to increase operational efficiency.)

STRATEGIC ASPECT

IMPACT ON A BROAD SPECTRUM OF SERVICE AGENCIES, SERVING A WIDE VARIETY OF CLIENTS

By offering the training to agencies serving persons with a wide range of handicapping conditions, the full potential of Try Another Way could be disseminated. Whenever feasible, Project staff strongly supported identifying clients having the most severe learning handicaps as the recipients of Participants' training. In order to bring together Participants from diverse agencies, Coordinators held group training sessions in each of the seven regions of the state.

BENEFITS

- Participants who practiced training with more severely involved learners developed skills usable with virtually all populations.
- The limits of application of the Try Another Way approach were explored and expanded by Participants and Project staff.
- Regional "cluster" meetings contributed to the development of cross-agency cohesion through professional and personal affiliations.
- The flexibility given to the Project permitted an impact on services to both children and adults.
- The results demonstrated that continuity of training approach <u>across</u> service types is possible.
- The exchange of task analyses reduced redundancy and reinforced the sense of statewide contribution on the part of Participants.
- Cluster meetings fostered interdependence in skill-sharing and problem solving.

LIMITING REALITIES

- The strategy required Regional Coordinators to be generalists and specialists at the same time within a cluster.
- The use of diagnostic labels is not consistent across the state and thus complicates data collection, data comparison, and descriptions of "composite learner".
- Cluster meetings are cumbersome to arrange in terms of release time, transportation, etc. -- and adds to costs.

WOULD MODIFY STRATEGY BY...

- scheduling cluster meetings around milestones for Participant performance toward their final objectives.
- making cluster meetings more enticing for attendance by administrators.
- bringing in more outside experts to help solve instructional problems, especially for Participants whose learners are classified as "profoundly retarded".

STRATEGIC ASPECT

HIGH QUALITY STANDARDS FOR PARTICIPANT COMPETENCY, REQUIRING DIRECT INFLUENCE ON CLIENTS

At the time that Project strategies were being carved out, Project staff agreed that the most valid criterion for successful Participant performance would be the impact the Participants' newly-acquired skills would have on client performance. Our objectives were weighted toward tangible products (task analyses) and observable events (learners reaching criterion) which would have repercussions on overall client growth. Participants were encouraged to select tasks that would contribute to already existing individual program plans for client and agency goals and objectives.

BENEFITS

- The high standards guaranteed that the training was not an "academic" or trivial exercise.
- Requiring direct client impact increased credibility of both Project staff and Participants.
- Training plans (analyses) are validated immediately by client behavior change.
- Training is "visible" to staff and consumers not directly involved in Project training. Such visibility allowed for "osmosis" of skills, technique, and attitude.
- Task analyses with documented utility are concrete, durable, re-useable products, functionally relevent to many parties.
- Evaluation of both Participant and Project performance was directly tied to the output of the training that was provided. The resulting evaluation is far less "clinical" and much more even-handed, as it ought to be.

LIMITING REALITIES

- Validating the success of the training through learner performance takes longer and, therefore, is more expensive.
- The complexity of tasks and the power required in some analyses had to be taken into acount in setting objectives for individual Participants.
- In settings where individual program plans for clients were absent or reflected low expectations, task selection ran the risk of being trivial. Line staff are not always involved with generating individual program plans, and sometimes are not even aware of training plans for clients.
- The focus placed on concrete products disregarded factors related to the process of writing and implementing task analyses.

WOULD MODIFY STRATEGY BY...

- adding conventional tests for verbal knowledge of content of training.
- providing more guidance in the selection of learners early in the "novice" phase of Participant skill training.
- attending more to the process factors in the measurement of trainer competency.
- insisting that task selection is more consistently influenced by the principle of normalization.
- requiring that client training and individual program planning be more functionally integrated.

STRATEGIC ASPECT GOAL OF 100% PARTICIPANT COMPLETION

The strategy of the Project was to provide an intense, extended form of personal instruction to a limited number of agency staff. Such a strategy rests on an expectation that close to all of the Participants who begin the training sequence will complete, no matter how long it might take. At the beginning of the Project, staff avoided imposing potentially arbitrary criteria for the selection of Participants. Consequently, it was felt that time lines for completion of training objectives should be customized because of variance among the Participants' entering competencies. Regional Coordinators attempted to assist all Participants in their clusters simultaneously; that is, instead of completing training of staff in one agency and then moving on to a new agency, Coordinators rotated among the cluster agencies, usually on a once a week schedule.

BENEFITS

- Project staff made an even more intense commitment to each Participant.
- The Project strategy was harmonious with a "zero-reject" or "try another way" philosophy toward clients (the Project "practiced what it preached").
- Because the relationship between the Project and affiliate agencies was rather prolonged, the impact of unforeseen Participant turnover was lessened.
- This strategy represented a priority of quality over quantity.

LIMITING REALITIES

- The strategy ignores "acts of God" beyond issues anticipated in working agreement (e.g., natural staff turnover in human service agencies).
- The strategy assumes a sustained, high motiviation to reach stringent objectives on the part of all Participants.
- The attainment of 100% of anything requires more time and resources than a goal that includes an acceptable failure rate.
- Selection of Participants for extended, personal training was not adquately refined.
- Training schedules were expendable during periodic agency crunches and were at the mercy of other uncontrolled factors (such as, flow of subcontracts and parts in workshops, Special Olympics, etc.).
- Coordinators' weekly agency contact schedule limited opportunities to provide feedback to Participants at times when they needed it the most, during acquisition of training skills.
- The strategy was basically unrealistic.

WOULD MODIFY STRATEGY BY...

- instituting functional performance-based screening and selection of Participants.
- expecting an 85% completion rate among all Participants who start training.
- distinguishing between skills required of a "producer" of task analyses and those of a "consumer".
- offering several levels of "instructional intensity" and aligning criteria for completion of training accordingly.
- tying the selection of Participants more closely to organizational and administrative goals.
- having clearer benchmark objectives and deadlines along the way to completing the terminal objectives.
- magnifying the role of agency administration in the achievement of Participant objectives.
- increasing the rate of instructional contacts with Participants early on in training; then phasing down and out with a much compressed start-to-finish time.

STRATEGIC ASPECT

STAFF DEVELOPMENT RELEVANT TO SETTING OF EVENTUAL APPLICATION

People learning to apply the Try Another Way approach are taught to distinguish between a "learning" environment and a "doing" environment, and -- to the extent the two environments differ -- the need to plan for the transfer of skills from one environment to the other. A conscious strategy of the Project was to provide the "learning" within the job site where the Participant would be expected to be "doing" what they had learned, thus reducing the need to transfer skills from one setting to another. There were several ramifications of this strategy: Project Coordinators had to establish their personal credibility in the service setting; tasks selected for analysis as part of Participant training had to represent functional learning for local clients; and, the Participants' "home" setting had to be worked with early on in training. The working agreement was -- in part -- an attempt to anticipate some of the adjustments agencies would have to make to accomplish continuing on-site training of staff.

BENEFITS

- The strategy did, in fact, result in Particpants learning where they would be doing.
- The strategy allowed Project staff to be highly accessible to agencies for help on peripheral (but related) issues, such as client evaluation procedures, management, contract bidding, general inservice training.
- The strategy forced all organizations to confront changes required to incorporate powerful client training (usually a "positive disruption") while Project staff were still available to help on solutions.
- On-site training forced customizing of training and involved Participants in designing their own training plan.

LIMITING REALITIES

- On-site training increases cost of delivering training but decreases cost of trainees' receiving the training.
- The dispersal of Participants increases the time it takes to train all members of the trainee group.
- Initially, a great deal of time is consumed by working through on-site adjustments required before training of agency staff can be effective.
- Working agreements were not binding, were sometimes ignored, were not customized initially, and some administrative signatures were by people who did not have the authority to assure compliance with the terms of the agreement.

WOULD MODIFY STRATEGY BY...

- attending more to site factors and available learning opportunities for clients during the agency screening phase.
- requiring greater administrative responsibility for Participant completion.
- tying in the working agreement to local agency goals.
- anticipating more systematic means by which staff training would be made routine after Project involvement.

STRATEGIC ASPECT

DEVELOPMENT OF A HIGHLY SKILLED CADRE FOR FUTURE STATE USE

A strategy of long range significance was to deliver a core group of consistently trained individuals who could be a human resource to regional and state agencies. Systematic use of this resource would help assure perpetuation of training.

BENEFITS

- The strategy would create a new group of effective consultants.
- Agencies in which training took place could, themselves, offer new services to cohort organizations (regionally and statewide).
- The line staff who were trained have common identity with other line staff in comparable service roles.
- The "cadre" members are dispersed across the state and across various service types.

LIMITING REALITIES

- Sponsoring state departments have to have a systematic plan for exploiting the resource before contact with the cadre is broken -- otherwise, the strategy becomes a farce.
- Use of the cadre would pull its members away from home agencies whose losses would have to be offset.
- Implementation of the strategy is beyond the control of individual agencies and Project staff.
- State-level decision makers would "hafta wanna do it".

WOULD MODIFY STRATEGY BY...

- assisting Participants in forming their own organization and communication network to continue post Project.
- doing more to influence state agency attention to systematic future use of the cadre.
- defining state follow-through in the initial contract.
- continuing to ignore writer John Gall when he insists that "Large systems either work on their own or they don't. If they don't you can't make them."

THE SAN DIEGO STATE EVALUATION

The San Diego State University independent evaluation of the Project has been referred to several times in this report. Although all components of their study have not been completed, most of the data dealing with the Project's influence on first-generation Participants and the affiliate organizations are in and were presented in the second quarterly report, a summary of which is attached as Appendix Item #5.

San Diego State's second report contains information that is useful to a critique of the Project. First generation Participants completed evaluative questionnaires and submitted comment to the evaluation team. The area of strongest "criticism" related to the length of time the Project required for their training; only 47% of the Participants in the sample agreed with the survey statement that the 'length of the training program was appropriate for the type of material covered". The comments submitted by a number of the Participants referred again to the need to streamline the training.

The San Diego State study also tapped the agency administrator's attitudes toward the Project's training of their staffs. Twenty-two of twenty-seven administrators had responded to the surveys at the time the second interim report was written. Their responses are also summarized in Appendix Item #5. That summary states that "a majority of participating directors view TAW technique and their facilities' participation in the California Project in a highly positive manner".

The directors' strongest concern was in the area of cost-effectiveness. Quoting again from the San Diego State second quarterly summary,

> "In the area of cost-effectiveness, approximately 75% of those responding were of the opinion that the TAW technique takes more staff time to train clients and 41% agree that fewer clients could be served. Converting these factors to dollars, it would appear that TAW is more expensive to use

than 'conventional' method.

> "The directors were also asked if they viewed the technique as more or less cost-effective ... than traditional methods of training. 41% of the directors view TAW as less cost-effective; 31% were undecided. It is difficult to draw any specific conclusion regarding the cost-effectiveness of the project until its full impact on learners is identified and contrasted with the overall cost to facilities.
>
> "When asked, 'Considering what you know about the California Project, would you participate in it again,' 84% of the directors responded 'yes.'"

The strengths and weaknesses identified in the Project though the San Diego State University independent evaluation are totally consistent with our own self-critique. The training we provided produced a wide range of positive effects. The strategies for training need to be fine-tuned further, however, to increase the efficiency with which those results are obtained. Looking back over the last two years, we're satisfied with what we see; looking forward, we see the challenge of acting on what we've learned in order to refine the mechanics with out sacrificing the quality of the product.

6.

RECOMMENDATIONS

With two years of experience in conducting a statewide campaign of staff development in California, every member of the Project staff gained considerable knowledge. In this section of the report, we share, in the form of recommendations, a distillation of the learning we acquired in the process of teaching.

We fully believe that this advice can be implemented. The following recommendations for action focus on what specific groups and individuals can realistically do to enhance sophisticated training services for persons with developmental special needs. The state of California has made a major investment in disseminating Try Another Way as a systematic method of instruction. The long-term "return" on that investment will be, in large measure, a function of the quantity and quality of follow-through on the part of those who were involved with the Project.

Recommendations to Departments of State Government

The Department of Rehabilitation and other state agencies must take the initiative to assure that intensive staff training is supported and demonstrate that commitment to quality training by allocating the necessary funds.

Specifically...

- The Department of Rehabilitation is urged to create a position of instructional technology specialist to provide technical assistance, stimulate communications, and to support local training efforts with audio-visual and print media.

- The Department of Developmental Services should join with the State Personnel Board to develop a personnel class for developmental specialists who are prepared to train others in the crucial technologies of our field.

- The Department of Developmental Services should support specific skill training by stimulating Regional Center vendorization of staff development services provided by individuals highly trained in normalizing philosophy and learning technology.

- The Departments of Rehabilitation and Developmental Services must work closely with the educational community to make college credit available as an incentive to persons who develop sophisticated training competencies.

Recommendations to Human Service Agencies

It is mandatory that the leadership of individual service agencies become intimate with both client and staff training functions within their agencies and develop routine support systems for training in every facet of their organizations.

Specifically...

- Incorporate client training processes in as much written documentation as possible (e.g., individual program plans, goal plans, job descriptions, schedules).

- Incorporate client training skills into the curriculum of preservice and inservice staff development. Exploit skill-sharing by highly trained staff.

- Identify specific persons, days, times and location for training. Develop a resource center for pertinent training materials and encourage its use.

- Alot time in staff meetings to discuss client training objectives, techniques, and outcomes.

- Explore the feasibility of conducting client evaluation through the training of new skills rather than simply the testing of existing skills.

Recommendations to Individual Trainers

The heaviest burden of responsibility rests with the hands-on trainers. Never miss an opportunity to engage in consciousness-raising or attitude change. "Recognize resistance to change and fight it."

Specifically...

- Maintain high visibility for client training and client competency. Keep data on the wall, photos on bulletin boards, and copies of task analyses on your desk.

- Invite parents, administrators, and visitors to observe training sessions. Volunteer to give demonstrations and answer questions.

- Share your skills and ideas with co-workers at staff meetings and inservice training sessions. Attend especially to new agency employees and student interns.

- Keep in close touch with persons who share your interests in other agencies. Support each other.

- Involve administrators and managers in your training efforts. Let them know what they can do to help you.

7

SUMMARY

These pages constitute an executive summary of a long report that describes two years of intense, field-based staff training delivered by an organization called The California Project. The summary re-capitulates only the bare essentials of the vast range and amount of information contained in the full report entitled Try Another Way In California.

Formal Status and Duration

The California Project was the creation of a two-year contract between the California Department of Rehabilitation and Marc Gold & Associates, Inc. Funding for the Project was shared by the Department of Rehabilitation and the Department of Health through an inter-agency agreement. The duration of the contract extended from July, 1976 through July, 1978.

Statement of Purpose

> The purpose of The California Project is to enhance life skills of persons with developmental disabilities by teaching the Try Another Way approach to a group of trainers in California. These trainers will use this approach and teach it to others.

Project Strategies

- Explicit goal of disseminating instructional technology
- Emplicit goal of elevating expectations
- Focus on direct line staff
- Generation of a "ripple" effect
- Statewide influence
- Impact on a broad spectrum of service agencies, serving a wide variety of clients
- High quality standards requiring direct influence on clients

Project Strategies (cont.)

- Goal of 100% participant completion
- Staff training relevant to setting of eventual application
- Development of a highly skilled cadre for future state use

Project Structure

Officials of the Department of Rehabilitation selected seven regions in the state for Project training focus. The regions stretched the entire length of the state. Project trainers were assigned to live in the regions (one trainer in each region) and to develop affiliations with a "cluster" of agencies that serve clients with developmental disabilities. Agencies who entered into affiliation with the Project represented sheltered workshops, work activity centers, development centers (public school programs for severely and profoundly involved children), state hospitals, and community residential programs. A few front-line staff in each affiliate agency were identified to receive extended, personalized instruction in the application of the Try Another Way approach for the benefit of their clients.

The first group of participating staff agreed to achieve competency standards for high quality application of the Try Another Way version of task analysis and training, and then to teach a second generation of co-workers to meet the same competency standards under the guidance of Project trainers. Virtually all Project-supported training occurred within the sites of eventual application and with clients for whom the agency staff were already responsible. Evidence of positive effect on the acquisition of new skills by those clients constituted an essential part of the demonstration of achieved trainer competency.

Project Goals and Outcomes

A set of "core" goals were established at the outset of the Project. Some of the goals were contractual obligations, others were determined by the Project staff themselves. The following table summarizes the goals and the final outcomes produced during the two years of the Project.

Summary of Goals and Outcomes

Goal	Outcome	% Deviation
1. Train 112 Participants	109 were trained	- 3%
2. 1120 different learners (clients) will learn new skills	1888 learners reached criterion on new tasks	+69%
3. 2000 new skills will be acquired by learners	2766 new skills were acquired	+38%

"Non-goal" Outcomes

- In addition to the Participants and their co-workers, Project staff provided orientation and exposure to the Try Another Way approach to 4323 persons.
- Short-term training was provided to 883 additional persons.
- Copies of 3638 completed task analyses created by Project Participants were distributed, 81% of which were requested by persons not formally associated with the Project. A substantial number of requests came from states other than California.

The following figures were selected from the main body of the final report.

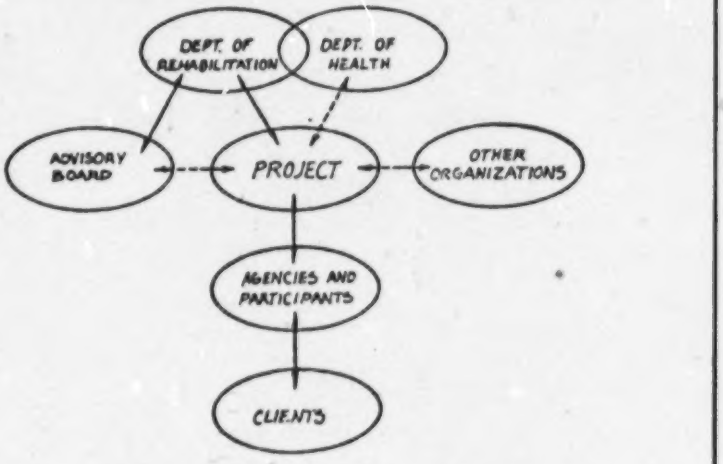

Figure 4. Schematic of the interlocking relationships associated with the Project. Solid lines represent direct lines of responsibility; dashed lines reflect important channels of communication and informal relationships.

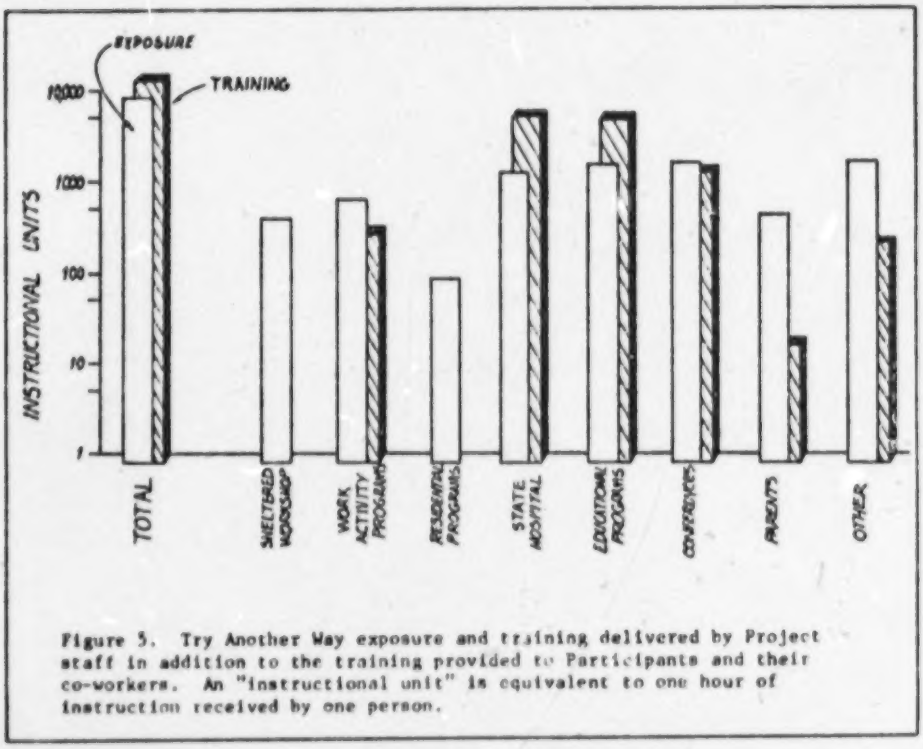

Figure 5. Try Another Way exposure and training delivered by Project staff in addition to the training provided to Participants and their co-workers. An "instructional unit" is equivalent to one hour of instruction received by one person.

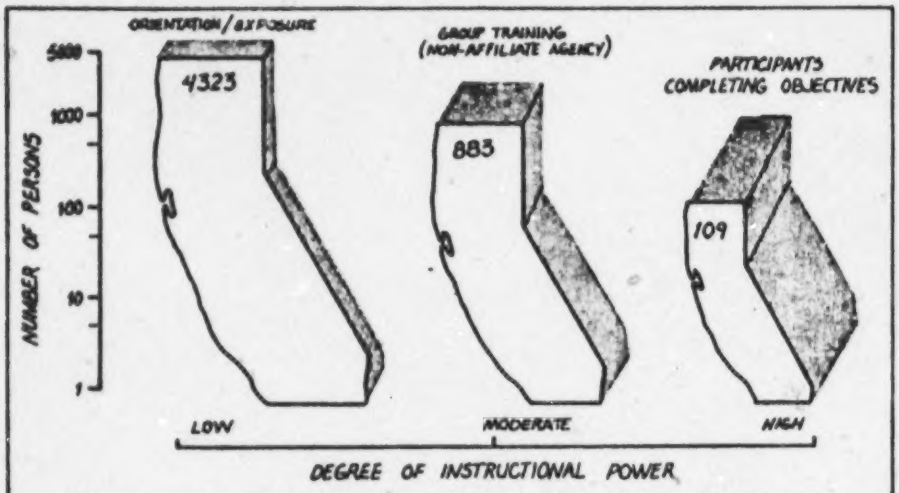

Figure 6. The number of persons receiving each of three levels of instructional power delivered by the Project. Participants and their local co-workers were not counted into the exposure and group training totals.

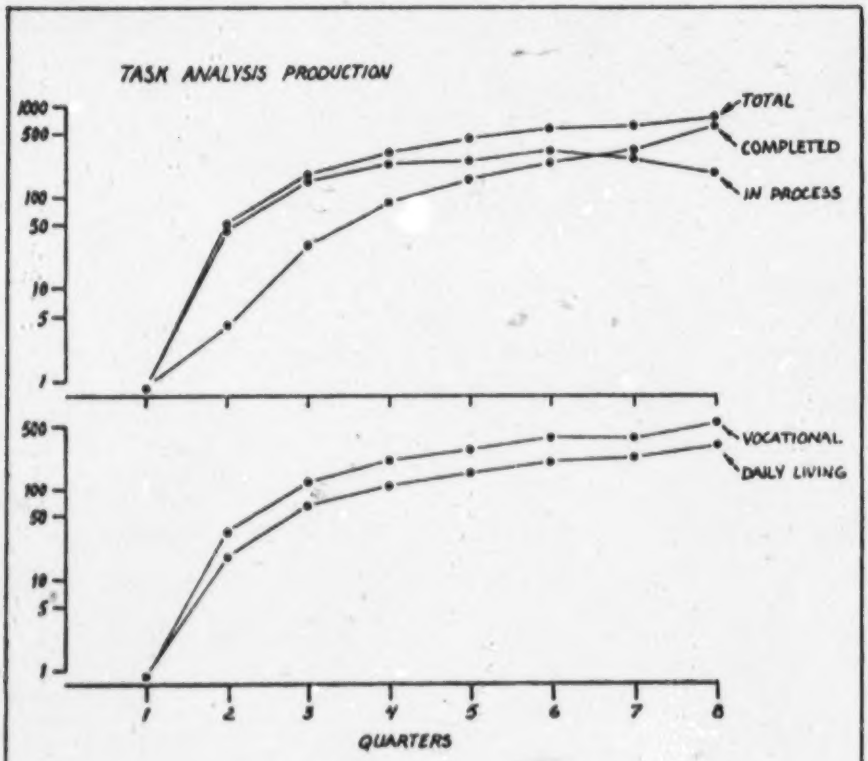

Figure 9. Task analysis production "to-date" for each quarter. Task analyses "in process" decreased in number as they were tested and transferred to the "completed" category. The vocational and daily living counts in the lower half of the figure represent both "completed" and "in process" task analyses for each quarter.

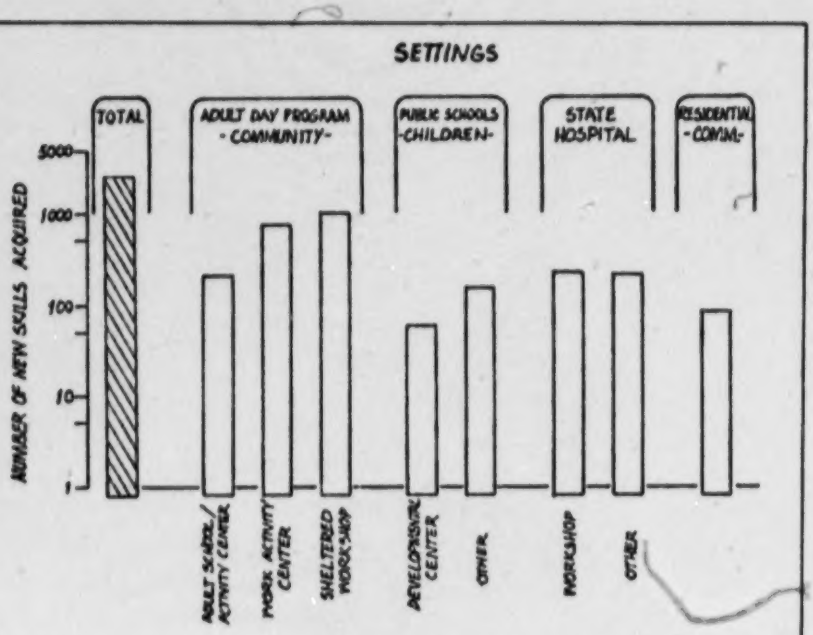

Figure 11. The breakdown of new skills acquired by learners (clients) by the types of settings in which the new learning occurred.

Effect on Attitudes and Expectations

Results of an independent evaluation of the Project conducted by San Diego State University and informal documentation collected by the Project revealed substantial elevation of Participant expectations toward persons with developmental disabilities and toward their own potential as trainers. In spite of the organizational stress produced by extended, on-sight staff training, 84% of the affiliate agency directors told the independent evaluation team that they would do it again.

To conclude this summary, we share with pride a parting letter from one of our first generation Participants, Sandra Byrd, of Stockton State Hospital.

June 22, 1978

To The California Project Staff,
Saying good-bye is very difficult.

There has been a lot of hard work put into the foundation and operation of The California Project by interested and devoted people. The final moment of the Project's existence creates such ambivilant emotions. A joyous feeling to watch your second generation people complete their training and a very sad feeling to know the end of the Project is soon to come.

I have been reminiscing about the people who have been affected by The California Project and realize the tremendous impact it has made in so many lives.

The people who have difficulty learning somehow aren't so difficult to teach anymore. The trainers who thought "it couldn't be done" have found a new diminsion to teaching and realize teaching and learning aren't so hard once you know how to go about it.

I owe The California Project a lot of thanks for sharing their method of teaching with me. The knowledge passed on to me by the Project enabled me to qualify and receive a position as Coordinator of the Vocational Opportunity Center, which eighteen months ago would have been unreachable. And much more than a position has to offer is the change which comes from within when you realize you have so much to give and there are so many dependent people ready to receive.

You have made yourselves part of my life and each day I say, "Try Another Way", I will remember all of you. Thanks.

So long and good luck.

Sandra Byrd /S/

Appendix

APPENDIX ITEM #1

WORKING AGREEMENT AMONG

THE CALIFORNIA PROJECT, AFFILIATE AGENCIES

AND PARTICIPANT STAFF

(not a legally binding contract)

"The California Project" refers to a staff training contract established between The California Department of Rehabilitation and Marc Gold & Associates, Inc. The Project provides on-going training to service persons responsible for developing the skills of individuals who are developmentally disabled. The training that is provided is described as the "Try Another Way" approach, a style of task analysis developed by Marc Gold.

"Affiliate Agencies" refers to rehabilitation facilities, State Hospitals, community-based residential training programs, schools, or other systems which deliver training services to persons who are developmentally disabled.

"Participant Staff" refers to on-line training persons who are responsible for developing the skills of individuals who are developmentally disabled. Participant staff are selected by mutual agreement between The Project Regional Coordinator and the Affiliate Agency supervisor assigned the responsibility of joining in the selection process.

This agreement will be in effect from the date of its signing through June 30, 1978. Withdrawal from the agreement can be arranged by any of the parties thirty (30) days after receipt of written notification by the other parties. This written notification will state the explicit reasons for the desire to withdraw.

AGREEMENT

I. The California Project agrees to:

A. Provide Participants with clear criteria for having demonstrated competency in applying and teaching others the Try Another Way approach. When these competencies are completed, a letter from the Project will be provided the Participant to document the achievement.

B. Provide the Participant with continual instruction and support for developing competency.

C. Provide feedback (oral and in writing) to the Participant on his/her progress.

D. Provide the Participant with media, materials and consulting assistance sufficient to assure the attainment of competency.

E. Provide the Participant with all due credit for creative application and teaching of Try Another Way in public descriptions of the Project.

F. Provide the Affiliate Agency with quarterly progress reports pertaining to the Project as a whole and to the Project's activity within the agency.

G. Provide the families of clients of the Agency, on request, with information relevant to the training impact of the Project. This information can include opportunities for family members to learn the Try Another Way approach themselves.

H. Train Participants primarily utilizing tasks that the Agency has determined to be appropriate to the clients' program goals.

I. Observe strict adherence to the Agency's written policy regarding confidentiality of client information.

J. Provide the Agency and its administration all due credit for supporting Participants' application and teaching of the Try Another Way Approach.

having something of value to share with staff, of having a foundation to guide decision making and having techniques that feel right in working with students. Forever, will I be grateful.

Kathy LaMarr
Sonoma State Hospital

aides and to train their students while they criticize, I am somewhat dismayed. How is it that we were so interested in reaching Criterion-I that we forgot to look at what production is like? How is it that we are still caught in feeding dependence. The most recent videotape is a masterpiece of trainee training trainer to attend.

What I have learned that I didn't know in January:

1. In general our students:
   a) do not have a dominant hand
   b) do not frequently use two hands to complete an action
   c) do not cross their midline with ease

Therefore, training increases the above and decreases the possibility of non-dominant hand actions.

2. With the ten-hole pen assembly board I can train:
   a) concepts of five, nickles, quarters, etc.
   b) sequence of letters in a name
   c) other left to right sequence tasks
   d) other tasks requiring judgement

3. That pen assembly itself is only a part of a cycle of:
   a) putting a name card in to show attendance
   b) washing hands
   c) opening your own locker
   d) putting on your own working smock
   e) working until you are ready to quit
   f) putting your smock in your locker
   g) making a choice as to what you want to do in your leisure time:
      1) play a tape cassette
      2) go to the bathroom
      3) make a cup of coffee, etc.
   h) going to the office and signing your name on the back of a check
   i) saying/signing what you want

June, 1978

Lu is leaving. If only I had another year to learn from her experience, I could learn from my mistakes a lot faster with her around. Now, I'm rushing in this last week to put everything down on paper. Actually, its an excellent closure teachnique. I'm starting again with new psychiatric technicians, P.T. students, aides and a challenging task to train. Even at this hour, it is exciting to think about actually

a new training board. It is so much better than the cans. I can hardly believe that I have to order another thousand pens. I'm a little concerned about where I'm going to sell them.

Sunrise Workshop is going to handle our accounts and be responsible for finding contracts. Three of our students are at Criterion-I and will receive paychecks. The program management are very supportive. They appear to be thrilled at the idea of Program VI people working.

March, 1978

We are getting an average of two groups a week watching us train pens. The program director has actually made time to come and see us. Yet I'm torn. Again. Lu is right. I must find some way of protecting the rights of those training and being trained and yet allow others (like those from Napa who want to begin pen training) to get what we got from Starr King. I guess I'm going to have to remodel the training room into a special production area, a leisure time space, and an off-bounds training area.

April, 1978

Simma made me write a contract agreeing to train her psychiatric technician students in pen assembly or I woundn't get them. Thank God for a fantastic student teacher who already knows more about writing task analyses than my other teacher aides. What a delight to spend hours discussing purpose, procedure, methods, etc. with someone. On April Fools Day, I changed from a county teacher to a state teacher because they asked me to be lead teacher for Program VI. I'm afraid that I can't maintain the momentum. I took Genny and Terry to a clinical management meeting with our program director. Genny was beautiful, so self-confident. Terry was sleepy. Several big wigs at the meeting said it was a rare opportunity to see the people that made all our jobs possible take part in such a meeting, and they hoped it would occur more often

May, 1978

Mike, the student teacher, has taken the responsibility of turning my babysitting service into learning stations and of writing task analyses with me for each station. Now that I have taken the time to observe the teacher

October, 1977

Well, we did it. All of us are training self-help skills. The units will love us--or will they? I'm training hanging up coats. I realized that a few had been trained one method, different from the method I had picked to teach Ronnie. Visitors, brought by Lu, asked me why I didn't try another method. Lu suggested looking at feedback, i.e., adding a label. Mary and Debra are training shoe lacing and spreading butter. Writing T.A.'s for spreading butter and lacing shoes was hysterical. Lucky we practiced before we started training. Nancy and Linda are training zipping, buttoning, and sign language.

November, 1977

I just can't keep this up. We are all trying to train tasks for which the processes have not been written and for which no feedback is accepted. Our data collecting is fragmented, therefore, we have no information as to where we are making our mistakes. Help!

We went to see Starr King School in Sacramento with Lu, Pete and Karen. A blind boy was putting together six Lindy pens in such a self assertive way that we were all impressed. We got the address and I will explore the possibility of training pen assembly at S. S. H.

December, 1977

An encouraging response from an administrator (Dear Corey), a loan of eight bucks, a telephone call, and Linda and I are training our first pen assemblers. Lu invited us to demonstrate for a group of parents. Warm support from the father of one of Karen's trainees. He will buy enough pens to repay our loan. The assistant program director and the Hospital director seemed to be interested. This could be fun.

January, 1978

Two days of solid training from Lu and we are ready--to take data, to train. We are a group sharing the same problems--mostly sequence and pincer grasp.

February, 1978

I have had to re-organize the classroom to allow training to take place. Lu is right. You can't train our students with so many distractors around. I will have to take a group of twenty and let the assistants train one to one in another room. I feel badly about the movies and the babysitting I do, but I guess it's the only way to get started. We have developed

Others said "That's all right for higher functioning students, but not for ours." I didn't argue. I just wanted to know more about different ways to teach. I had never seen format so well organized.

April, 1977 — Lu Brunet demonstrated training brakes at Sonoma State College in a class entitled "Developmentally Disabled Adults". She was great with the "clients", somewhat aloof with the crowd in the auditorium. It was with a sense of clutching at some solutions to my problems with myself and work, that I approached her, while she rewound the films. We talked about the hospital and I made some loose commitment to keep in touch with her and the Project.

May, 1977 — Simma brought Lu over to see me and gave her a song and dance about all the potential I had. Lu said she would think about training me and that I was to think about the commitment. Later, she told me that I looked young. I was probably pretty scatter-brained and unconfident after doing such an unsatisfying job. The students, I was told, were very happy. I wasn't.

June, 1977 — I decided that I didn't want to take another job that I eventually wasn't even offered for the chance of working with Lu. The terms are starting to make more sense, the rules seem obvious and the "new" definition of mental retardation confuses me. I feel that the whole book is something like my being able to define shaping, but not knowing what to do with my hands.

August, 1977 — Back for a three day workshop. Karen was a demanding trainer. I got upset when Mark started to bite his arm while training. I wanted to stop, but kept going. My mind revolves around the issue of what am I going to teach? How can I teach language using T. A. W? What table top activities are of most value?

September, 1977 — Here I am with three new teacher aides, one good friend as a teacher aide, twenty-four students, and I'm still wondering what to teach. Lu, Karen and Pete are trying to help, but I seem to see so many hang-ups.

APPENDIX ITEM 6

The purpose of this paper is to document my growth as a trainer, to demonstrate that:

a) as an educational specialist, supervising four teacher aides, implementing programs for twenty-four students,
b) as a clinical instructor, supervising eleven psychiatric technician students this year,
c) as a master teacher, supervising one student teacher,
d) as a member of the California Project team, following up on four Program VI staff,
e) as a lead teacher for Program VI, responsible for setting up training for five teachers and two adult education teachers,
and
f) as the only teacher left in Program VI this summer, supervising the remaining six teacher aides to continue as much training as possible for one hundred and forty people,

all my duties have been positively affected and strengthened by my participation in the California Project. Thanks to Lu Brunet's training, support, sensitivity and follow-up. Thanks to Anne Down's frank feedback, insight and well-organized presentations. Thanks to Karen and Pete's patience, support and excellent criticism.

To wit, I feel that in a couple of years I will be an excellent trainer and a more satisfied human being and I would like to have my first generation credential so the hospital will allow me to move more freely in the middle of all the red tape.

January, 1977	Completed behavior modification training with Simma. For the first time, the theory I had at the University of Michigan applies to the people I now work with. Yet, I'm not really comfortable on the cottages and all I really know how to train is compliance behaviors.
February, 1977	Simma Suskind, Supervisor of the behavior modification team came to visit as I had requested. Dismal - a whole page of problems. I know she is right about the problems, but I'm not sure her solutions are right for me, or the students. The teacher aides are aware of my dissatisfaction, but I don't know what to suggest to do.
March, 1977	An audio-visual friend suggested viewing a set of four films on a training approach. I viewed them with the aides. Some were stimulated into thinking about training vocational tasks.

Project in a highly positive manner.

The items in Group II* specifically address the directors' attitudes with regard to the TAW impact on learners, and the cost effectiveness of using the technique. The high percentage of 'Strongly Disagree', 'Tend to Disagree', 'Undecided' responses to questions 6 (50%) and 7 (59%) characterize a larger percentage of directors' attitudes regarding TAW impact on learners (i.e., don't know or are undecided at this point).

In the area of cost-effectiveness, approximately 75% of those responding were of the opinion that the TAW technique takes more staff time to train clients and 41% agree that fewer clients could be served. Converting these factors to dollars, it would appear that TAW is more expensive to use than 'conventional' method.

The directors were also asked if they viewed the technique as more or less cost-effective (item 12) than traditional methods of training. 41% of the directors viewed TAW as less cost-effective; 31% were undecided. It is difficult to draw any specific conclusion regarding the cost-effectiveness of the project until its full impact on learners is identified and contrasted with the overall cost to facilities.

When asked, "Considering what you know about the California Project, would you participate in it again," 84% of the directors responded "yes."

*Group II (Questions 3, 6, 7, 11, 12, 15)
Reference page 47-49.

Project presented its training. Question #1, which addressed the length of the training, is the only one in which the majority of participants did not respond favorably; the length of the training (the fact that it was too long, and could have been condensed) was also a reoccurring item when the participants, as well as the directors of facilities, were asked what changes they would make in the project.

Questions 11-20 (participants' attitude toward the technique itself) and questions 21-24 (attitude toward the California Project staff) also received high levels of positive responses. The only questions which received a relatively low percentage of positive responses were 19 and 20, but when one examines the wording of these questions, a low percentage of agreement in fact represents a positive attitude in those areas.

Reference pages 35-37 of report for percentage of responses to individual items of questionnaire.

C) Attitude of facility/program director.

The questions in Group I specifically address concepts such as: the uniqueness of the TAW technique; its effectiveness as a teaching technique, etc.* Over 50% of the directors responding tended to agree/strongly agree with the statements in the grouping, indicating that a majority of participating directors view TAW technique and their facilities' participation in the California

*Group I (Questions 1, 2, 4, 5, 8, 9, 13, 14, 16, 17, 18) Reference page 47-49.

SECOND QUARTERLY REPORT

CALIFORNIA PROJECT EVALUATION

Summary

The majority of data displayed in the Second Quarterly Report and summarized in the following narrative is responding to the objectives associated with determining:

A) Impact of TAW training on the participants,

B) Attitude of participants toward TAW technique/manner in which training was presented, and

C) Attitude of facility/program director toward TAW.

A) Impact: Professional Change Section of the Training Evaluation Kit.

Participants were asked to rate the degree of change in the following four areas resulting from TAW training:

1) Informational - acquisition of professional knowledge.
   27% reported moderate change; 68% reported much change.

2) Behavioral - acquisition of professional skills.
   32% reported moderate change; 58% reported much change.

3) Motivational - acquisition of professional incentive.
   17% reported moderate change; 59% reported much change.

4) Attitudinal - acquisition of appropriate professional values
   22% reported moderate change; 49% reported much change.

Reference pages 28-29 for summary of entire TEK.

B) Attitude of participant.

In most cases over three-fourths of the participants responded favorably (i.e., agreed with the statement made in the questionnaire) to the manner in which the California

APPENDIX ITEM 5

SAN DIEGO STATE UNIVERSITY

SAN DIEGO, CALIFORNIA 92182

COUNSELOR EDUCATION
Rehabilitation Counselor Program

CALIFORNIA PROJECT EVALUATION
SDSU Rehabilitation Center
4033 Ruffin Road
San Diego, CA 92123
(714) 560-1363

M E M O

DATE: June 29, 1978

FROM: Clifford W. Baker, M.S.
Research Associate

TO: Directors of Facilities
Involved in the California Project

RE: Second Quarterly Report

The California Project Evaluation Unit has submitted its Second Quarterly Report to the Advisory Board. Due to the length of the original report (62 pages) the attached Summation is being sent to you for your information.

If you have any questions or concerns regarding the summation or if you wish more information, please feel free to call the Evaluation Unit at the above listed telephone number and we will be glad to furnish what data we have to date.

Thank you again for your cooperation thus far in the evaluation.

CWB:cl

Attachment

many steps), but the composite learner group could require very low training power in order to learn the task, and vice versa. These four dimensions should account for enough of the variability among the wide range of tasks and learners to result in a general and equitable rating system.

Quantifying the rating system. Following the completion of each task analysis, the Participant and the Regional Coordinator will together assign a value to the completed product, with the Project Coordinator having the final authority. Each of the four dimensions will be assigned a weighted value of one to six ("low" to "very high"). The most any single completed task analysis can "weigh", therefore, is 24 (4 X 6); the lowest potential weight would be 4 (4 X 1). A low to moderately complex task analysis would have a total weight of 8; ten such products would sum to a cumulative weight of 80. Since we originally expected Participants to concentrate on task analyses -- during their "basic training" -- which fell in the low/moderate complexity range, a cumulative weight of 80 is comparable to the initial objective requiring Participants to complete ten original task analyses. A participant who chooses to work on relatively easier analyses now must do more than ten to reach criterion; Participants who elect to tackle highly complex tasks and/or learners will have fewer analyses to complete to reach criterion.

Second generation objectives. Once a Participant completes the objectives described above, he or she proceeds to the second phase, that of teaching a co-worker to apply the Try Another Way approach. The Participant will aim his own second generation Participant toward the same criteria of excellence she or he previously achieved. Second generation training will occur under the supervision and guidance of the Regional Coordinator and with the back-up of other Project staff.

Maintaining perspective. The quantification of objectives should not be taken as encouragement to play a "numbers game." Our common goal is to develop a group of high quality trainers who can have a major impact on the growth of learners for whom they are responsible. Additionally, these trainers will be skilled in teaching others what they learned without a deterioration in the quality of that training. These concerns are primary. We encourage Participants first to select tasks which will benefit their learners' development according to each client's own individual plans. Only then should the Participant be concerned about the "score" that will be derived from the task analysis.

APPENDIX ITEM #4

TASK ANALYSIS RATING SYSTEM

Rated dimensions. Each completed task analysis will be evaluated by the Regional Coordinator with regard to the following four dimensions:

CONTENT

1. Complexity. The complexity of the content task analysis refers to the number of teachable components (steps) required to bring members of the composite learner group to criterion. Roughly, a content analysis of, say, six steps would be "low" on this dimension; an analysis requiring over 100 steps would be very "high".

2. Scarcity of available content analysis. This dimension refers to the trainer's access to available "groundwork" that would provide shortcuts to completing the content analysis. For example, the availability of an "operator's manual" for a machine operation, even though written for a "typical" learner, could reduce the trainer's need to do much of the content analysis; the availability of a manual or relevant "curriculum" would result in the completed analysis being given a "low" value on this dimension. A trainer's familiarity with the task, in the absence of easy access to written guidelines, would put the completed analysis into a "moderate" category on this dimension. The absence of both written guidelines and personal familiarity with the task would result in a "high" rating in this dimension.

PROCESS

3. Training "power" required to bring learner to criterion. An essential message of the Try Another Way approach is that regardless of how simple or complex the task appears to be, some learners will require an extraordinary degree of training intensity, sophistication, and (consequently) time to reach criterion for performance on that task. This dimension is intended to recognize the variability of required power and to provide additional "credit" to those trainers whose learners require extraordinary power in their training, regardless of how "simple" a particular task appears to be. A training process that relies on demonstration plus verbal corrective feedback (e.g., "try another way") would rank "low" on the power dimension; a process that relies, say, on a format other than "total task presentation" and on extensive modeling along with some hand guidance would represent "moderate" power; a process that calls for mixed formats for different segments of the task, extensive hand guidance, artificial consequences, elaborate learning site design, and other special adaptations would rank "high" on the power dimension. The amount of training time required for the learner to reach criterion is not itself a critical consideration -- a long training time could just as easily reflect inefficiency as the need for extraordinary power.

4. Degree of judgement required of learner. Marc Gold describes "judgement" as task "content that is not discrete; where there is a range of correctness without discrete boundaries". The teaching and learning of judgement requires behavior on the part of both the trainer and the learner that is more subtle than behavior dealing with discrete decisions in which a response is either correct or incorrect. The rating system gives relatively more "credit" to task analyses that effectively teach judgement behaviors to learners with developmental disabilities.

Each of the four dimensions described above is conceivably free of the others; that is, each could vary independently. For example, the content of the task could be highly complex (have

APPENDIX ITEM #4

Statement of Minimum Objectives for Project Participants

Participants will apply the Try Another Way approach with ten learners with developmental disabilities. The Participant will originate and complete task analyses that have a cummulative complexity value of at least eighty (based on the Project's task analysis rating system). Each completed task analysis will include performance data which document its utility for at least three learners, unless otherwise approved by the Regional Coordinator.

I. Participant competency in applying the approach will be demonstrated by:

1. Writing complete task analyses (content and process analysis plus data collection procedures).

   --determined by the approval of the written task analyses by the Regional Coordinator. Approval is contingent upon:

   a) clarity of language
   b) completeness (i.e., each step of the task analysis is described)
   c) "dry run" by the Regional Coordinator that leads to completion of the task
   d) appropriateness of process to the task
   e) appropriateness of both content and process to the composite learner
   f) written process alternatives

2. Using the task analyses in systematic training.

   --determined by the Participant's using the task analysis to bring the learner to criterion performance without requiring the Regional Coordinators' corrective feedback.

3. Using performance records to assess effectiveness of the task analysis.

   --determined by correctly deciding to continue using the task analysis or to revise it by adding more power.

4. Pinpointing the area of the task analysis in which more power is needed ("trouble shooting").

5. The learner's reaching criterion.

   --determined by performance in the natrual environment without assistance.

II. Participants will teach at least one other person to apply and teach others the Try Another Way approach. The same criteria for competency will apply to the "second generation" of Participants as applied to the first, the exception being that Project staff will supervise the training instead of providing it directly.

Kitchen Skills (continued)

0087 Instant Coffee (making)
0337 Kool Aid (making)
0591 Milk Bottle (opening)
0610 Milk Shake (making)
0611 Peanut Butter on Grahams (spreading)
0540 Peanut Butter Sandwich (making)
0138 Sandwich (making)
0612 Sandwich (opening)
0409 Scooping
0343 Toaster (operation)
0420 Tuna Sandwich (making)
0382 T.V. Dinner (preparation)

Leisure Time Activities

0588 Bell & Howell Projector (operation)
0145 Coke Machine (operating)
0587 Newcomb Phonograph (operation)
0550 Panasonic Casette Recorder (operation)
0312 Phonograph (operation)
0022 Polaroid Super Shooter (using)
0344 Radio (turning on)
0497 Record Player (operate)

Mobility Skills

0244 Bicycle Hand Signals to Ride to and from Destination (acquisition and use)
0548 Bus (walking to & from)
0371 City Bus (riding)
0236 Stairs (walking up)
0102 Street (crossing)
0035 Street (crossing using a stop light switch box)

Motor Skills

0326 Crayon (positioning)
0130 Front Float (recovery)
0449 Pencil (holding)
0358 Scissors (holding)
0378 Standing from Crawling Position
0495 T-Stool (sit, balance)

Sewing Skills

0311 Button (sewing)
0426 Embroidery (back stitch)
0227 Embroidery (outline stitch)
0228 Embroidery (pattern)
0375 Needle (threading with threader)
0401 Rug (hooking)
0287 Sewing Knot (tying)
0248 Thread (cutting from spool ends)
0402 Yarn for Rug Hooking (preparing)

Miscellaneous

0471 Alarm Clock (setting)
0551 Backpack (removing)
0387 Car Door (locking and unlocking)
0247 Flag (folding)
0472 Hands (shaking)
0243 Lock and Key for Locker (using)
0254 Master Combination Lock (matching numbers on)
0255 Master Combination Lock (opening and closing)
0246 Match (striking and extinguishing)
0654 Medication (setting up and taking)
0336 Playskool Jeep (putting together)
0519 Rolling (side over side)
0340 System 80 (operation)
0499 Taxi (calling)
0345 Training Area (leaving)
0436 Training Area (entering)

Housekeeping

0648 Bath Towel (folding)
0103 Bed (making)
0452 Cafeteria (setting up)
0638 Chairs (stacking)
0273 Clothes Dryer (operation)
0526 Coat (hanging)
0334 Dishwasher (operation)
0377 Dishwasher (operation)
0408 Dryer (operation)
0645 Fitted Sheets (folding)
0647 Flat Sheets (folding)
0338 Floor (sweeping)
0507 Gas Stove (cleaning)
0529 Grill (cleaning)
0635 Jacket (hanging on chair back)
0644 Johnson Dishwasher (operation)
0650 Laundry (sorting)
0477 Laundry (whites from colors)
0295 Light Bulb (changing)
0074 Lunch (cleaning up after)
0658 Lunch (clean up)
0407 Napkin (folding)
0359 Pillowcase (putting on)
0659 Serving Counter (clean up)
0660 Serving Counter (set up)
0185 Silverware (putting away)
0053 Silverware (sorting for dishwasher)
0541 Table (setting)
0652 Table (setting)
0496 Table (setting for four)
0270 Table (setting for four)
0522 Tablecloth (clearing)
0270 Tables (bussing)
0637 Toilet Paper Roll Holder (filling)
0339 Towels (folding)
0382 Washing Machine (operate)
0275 Washing Machine (operate)
0649 Whirlpool Washer (operate)
0651 Whirlpool Washer (operate)
0433 Wash Cloths (folding)

Hygiene

0187 Deodorant (using)
0412 Electric Razor (preparing to shave)
0299 Eyeglasses (cleaning)
0434 Face (shaving with electric razor)
0478 Face (washing)
0277 Hair Dryer (operation)
0069 Hands (washing)
0360 Hands (washing)
0583 Hands (washing)
0528 Hands (washing and drying)
0373 Heat Rollers (operating and using)
0513 Legs (shaving)
0520 Morning Routine
0476 Norelco Electric Razor (clean-up)
0186 Nose (blowing)
0208 Shower (preparing to take)
0256 Showering (soaping body for)
0418 Spray Deodorant (application)
0601 Teeth (brushing)
0200 Teeth (brushing)
0492 Teeth (brushing)
0214 Teeth (brushing)
0308 Toilet (flushing)
0355 Toothpaste on Toothbrush (putting)
0521 Towel (drying off with)
0492 Under Arms (shaving)

Kitchen Skills

0419 Automatic Drip Coffee Maker (operation)
0636 Brewmatic Coffee Maker (operation)
0318 Can Opener (manual) (using)
0048 Coffee (preparing)
0653 Diabetic Lunch and Snack (preparing)
0204 Egg (frying)
0422 Electric Stove (operation)
0376 Garbage Disposal (operation)
0282 Gas Stove Pilot Lights (lighting)

DAILY LIVING SKILLS

Academic

0184 Calculator (using) Part 1
0215 Calculator (using) Part 2
0190 Change (making in amounts to $1.00)
0029 Change (making in amounts to 25¢)
0296 Client Goal Plan (signing)
0177 Coin (discrimination)
0278 Color (coding I)
0279 Color (coding II)
0292 Color (coding III) (match to name and name color)
0327 Coloring within an Area
0104 Color Wheel (using)
0067 First and Last Name (letter sequence recall)
0030 First and Last Name (match)
0206 First and Last Name (printing)
0066 First and Last Name (printing with a model)
0608 Letter Components (tracing)
0502 Money Order (filling out)
0294 Money (refusing someone trying to take or borrow)
0144 Name (recognition)
0097 Name on Time Card (recognition)
0027 Nickles and Pennies (counting in amounts to 25¢)
0525 Object (choose and identify)
0196 Payroll Check (cashing)
0374 Pre-academics: Sequencing
0160 Roll for Workshop (taking)
0501 Saving Deposit Slip (filling out)
0114 Subtraction (2 digit with borrowing)
0356 Supervisor Assistant (for telling time)
0172 Survival Signs (recognition)
0088 Time by the Hour, 1/2, 1/4 Hour (telling)
0500 Withdrawal Slip (filling out)

Communications

0235 Gestural Sign (eat)
0309 Hearing Test (pre-training)
0099 Payphone (simulated) (operation)
0219 Pay Phone (using)
0139 Pay Phone (using)
0469 Telephone Intercom (answering)

Dressing

0511 Bra (putting on)
0642 Bra (putting on and fastening)
0261 Coat (putting on)
0632 Coat (taking off)
0494 Pants (unzipping)
0042 Pants (putting on)
0430 Shoe (lacing)
0323 Shoe (lacing)
0342 Shoe (tying)
0646 Shoe (tying)
0285 Shoes (tying)
0075 Tie (tying)
0322 Underwear and Pants (pulling up)
0141 T-Shirt (putting on)

Eating Skills

0631 Banana (peeling)
0240 Butter (spreading on bread with knife)
0592 Cereal Box (opening)
0271 Food (passing and serving self)
0530 Food Groups (identifying)
0253 Fork (spearing and eating with)
0399 Knife and Fork (cutting)
0661 Proper Eating Etiquette
0226 Restaurant (ordering at walk-up counter)
0357 Snack from Refrigerator (getting)
0400 Spoon (scooping with)
0523 Spoon I (eating with)
0524 Spoon II (eating with)

Specialty Skills (continued)

0090 Rood Tags (string tying)
0363 Rohr Wire (twisting)
0164 Rose Vials (taping)
0324 Round Tubing (punching holes)
0167 Rubber Tubing on Metal Rod (inserting)
0614 Rug Hook Yarn (cutting)
0473 Shield (fuses) (inserting)
0262 Silk Flower (gluing)
0668 Slats (routing)
0051 Snap on Pre-Tied Cords (securing)
0335 Stripping and Tinning
0281 Suction Drain Reservoir Cap Holes (punching)
0620 Tape Machine (loading)
0594 Totem Blocks (cutting & preparing)
0313 Tourniquet (cutting)
0314 Tourniquet Webbing Cutting Jig (loading)
0538 Transistors (opening & loading)
0020 Transistors (painting)
0386 Tube Socket (4-A) (soldering)
0503 Tubing (bending)
0191 Twenty-five Pound Box (pick up and transport)
0166 Two-and-one-half Inch Lengths of Rubber Tubing (cutting)
0482 Vacuum Cleaner Brushes (crimping and aligning)
0490 Vacuum Cleaner Brushes (cutting to specification)
0491 Vacuum Cleaner Brushes (removing loose hairs)
0585 Yarn (cutting for lap loom)
0349 Yarn Cutting (brush line operation)

Miscellaneous

0657 Battery Clip
0393 Canopy Top Parts (match-to-sample, counting correcting)
0260 Envelope Flap (gluing)
0328 Fire Extinguisher (operation)

Miscellaneous (continued)

0394 Lavery Parts (assembly line techniques)
0484 Leg Straps (insert plastic button)
0619 Nuts and Bolts (using counting jig)
0468 Paint from Hands (cleaning)
0627 Production (recording)
0460 Serum Vials (stacking)
0205 Shower Door Spline (measuring and cutting)
0330 Solder Station Set Up
0618 World Evangelism Promise Boxes
0609 Yarn Dogs (making)

Office Skills (continued)

0630 Stapler (filling)
0093 Stapling
0241 Tape Dispenser (filling)
0082 Telephone (answering)

Service Station/Auto Care

0546 Auto Engine Oil (check)
0229 Auto Oil (check and fill)
0641 Battery (charging)
0203 Car Battery (check and fill)
0201 Service Station Cash Box - Cash, Gas Only (using)
0181 Service Station Cash Box Using Credit Card, Gas Only Under $20 (using)
0202 Service Station Gas Pump (using)

Sorting

0493 Black & White Pegs
0584 Buttons (sorting, matching)
0549 Cans
0369 Drills
0117 Envelopes (opening and sorting)
0015 Food Coupons
0669 Slats
0512 Washers, Nuts, Lockwashers

Specialty Skills

0606 Adapters (inserting)
0639 Aluminum Cans (crushing)
0417 Auto Crimp (solder)
0086 Bike Hub (lacing)
0109 Bike Wheel (lacing)
0348 Bit Adapters (insertion of springs)
0543 Boxes (lifting)
0174 Brass Coupling onto Hoses (insertion)
0560 Canopy Parts (inspection)
0415 Centrifugal Blade Wire (stripping)
0589 Circuit Board Assembly (stuffing)
0598 Circuit Board Components
0045 Cleats (stacking)
0416 Collated Pages (flat stitching)

Specialty Skills (continued)

0638 Cord (measuring & cutting)
0556 Cotton Swabs (brush line operation)
0028 Crown Nuts and Bolts (weighing)
0350 Cutting Sleeving (brush line operation)
0569 Door Handles (cutting)
0175 Drainage Hoses (crimping sleeves)
0120 Ektalon Racket (stringing)
0013 Electrical Housings (filing and deburring)
0039 Electrostatic Terminal Blocks (modifying)
0320 Fuses (flipping)
0137 Grocery Stamper (boiling)
0101 Grocery Stamper (cleaning)
0031 Helicoils into Fuel Cells for Jet Range Helicopters (insertion)
0626 Insulated Crimps (fastening)
0536 Integrated Circuits (loading into carriers)
0180 Integrated Circuits (removal from carriers)
0602 John Hancock Seats (grommetting)
0413 Karvings (reinforcing material upper)
0634 Labels (stapling)
0023 Labels (stringing)
0655 Lamp Cord Ends (soldering)
0656 Lamp Cord for Coded Communications
0586 Lap Loom (threading)
0272 Lock (closing)
0243 Lock (opening with a key)
0119 Neck Slides to Nylon Cords (attaching)
0440 Paper (cutting with Strickman cutter)
0603 Pipe (swedging)
0572 Poly Bags (sealing)
0537 Printed Circuit Boards (inspection)
0552 Rachet Wrench (using)
0564 Ratio Scale (weigh counting)
0107 Raytheon Inlines (cutting)
0665 Redwood Planter Boxes (dipping)
0421 Redwood Planter Liner (stapling)

Packaging (continued)

0333 Soft Drink Cartons (counting & packaging)

0221 Stuff Packs

0597 Toggle Switches (blister packing)

0595 Totem Blocks

0096 Tourniquets (wrapping & boxing)

0098 Toy Goodyear Blimp Motor Componenets

0431 Wind Chimes

Operating Specialty Equipment

0159 A.B. Dick Offset Master and Converter

0662 A.B. Dick Manual Ditto Machine

0531 Aerator

0590 Bag-o-Matic (sealing bags)

0181 Beckman Bags (sewing)

0466 Bell & Howell Overhead Projector (setting up)

0134 Bell & Howell Projector (loading)

0567 Blow Torch

0406 Ditto Machine

0475 Dry Chemical Fire Extinguisher (using)

0108 Bike Wheel Truing Machine

0474 Film Projector Screen (using)

0486 G.E. Spray Pump Test Machine

0269 Language Master

0163 Rolling Machine for Clay Slabs

0498 Singer Movie Projector

0176 Spline (operation: screen retainer)

0642 Spray Paint Gun

0325 Tape Recorder

0354 Twist Machine

0533 Verticutter

0161 Wheel Pivots

Operating Standard Workshop Equipment

0350 Automatic Heat Sealing Machine

0483 Band Sealer

Operating Standard Workshop Equipment (continued)

0232 Counting Scale

0406 Ditto Machine

0480 Drill Press

0234 Drill Press (threading metal plates)

0667 Drill Press

0056 Engraver

0372 Fluid Duplicator

0366 Folding Machine (loading)

0126 Hand Staple Gun

0076 Heat Sealing Machine

0207 Hole Punch

0038 Karate Hand Sealer

0607 Metal Band Saw

0623 Router

0089 Sanding Machine

0133 Shadowgraph (use)

0084 Shrink Wrap Machine

0191 Shrink Wrap Machine

0173 Shrink Wrap Machine (seal baskets)

0197 Skin (packaging) and Card (loading)

0010 Skin Packaging Machine

0194 Skin Packaging Machine (operate with pre-loaded sheets)

0050 Tape Machine to Tape Boxes

0222 Weighing, Bagging, and Sealing (using a heat sealer)

0379 Xerox 4000 (operation)

0380 Xerox 4000 (collating and stapling)

0381 Xerox 4000 (recording)

0547 Xerox 4000 (operation)

0615 Xerox Machine

Office Skills

0506 Carbons (inserting into forms)

0504 Letter (folding, inserting & closing envelope)

0576 Manual Stapler (loading and use)

0280 Pencil (sharpening)

0341 Pencil Sharpener (operation)

0640 Portable Pencil Sharpener (using)

Folding/Collating/Bundling (con't)

0115 Newspapers (folding)
0405 Newspapers (folding)
0006 Newspapers (stacking)
0364 Newspapers (strapping)
0424 Picture (folding)
0024 "Plantronics" Box (folding)
0132 Restaurant Cards (collating)
0605 Rohr Papers (collating)
0485 Surgical Rubber Gloves (folding)

Labeling

0223 Acticarb Bottles
0224 Bacon Packages
0578 Bullet Lubricant
0613 Buttons
0178 Casserole Cover
0448 Labels on Plastic Bags (stapling)
0123 Purchase Order Log Books (stamping)
0629 Shipping Boxes
0562 Simple Green Soap
0539 Soap Boxes
0332 Soft Drink Cartons (labeling & packaging)
0559 Spline Boxes (labeling, boxing, taping)
0061 Zee Medical First Aid Kits

Maintenance

0518 Dual Toilet Paper Dispenser (refilling)
0516 Gas Powered Mower (starting)
0306 Hoe (sharpening with file)
0428 Lawn Mower (change oil)
0429 Lawn Mower (operation)
0532 Lawn Mower Filter (cleaning)
0274 Mirrors (cleaning)
0245 Paper Towel Dispenser (filling)
0263 Push Broom (using)
0146 Towelsaver #S-6 Dispenser (loading)
0517 Tractor (starting)
0171 Windows (washing)

Packaging

0581 Accessory Handle
0316 Amonia Inhalants
0037 Axle Boot
0014 Bandages
0105 Blister Packing
0148 Borin Picture Hangers
0572 Canopy Lamp Parts
0197 Card Loading (skin packaging)
0188 Casserole Covers
0315 Cotton Tip Applicator
0561 Eye Drops
0446 Finished Items (counting & boxing)
0621 Frames (boxing)
0212 Jump Rope
0189 Lock Cylinder Pins (weighing and packaging)
0391 "Make-a-Plak"
0347 Masterbagging
0258 Match Book
0297 Matchbook Caddy
0019 Package (wrapping)
0557 Packaging and Stapling
0390 Patriotic Pluggie
0600 Peds
0079 Pet Medallion (inserting on key ring & packaging)
0017 "Poolmaster" Screws and Tubes
0579 Powder Funnels
0194 Pre-Loaded Sheets (skin packaging)
0238 RCBS Basic Cases .45 Caliber
0065 RCBS Case Lube Box
0237 RCBS Decapping Pins
0239 RCBS Plug, Sleeve and Nut
0012 Rubber Band and Safety Pin (package and box)
0577 Scale Covers
0062 Scissors (25) (bagging)
0325 Screws (bagging)
0157 Sheet Exit Guides (cutting plastic mold, bagging)
0593 Skateboard Wheels
0219 Sleeping Bag Straps
0195 Smorgas Birds (boxing)

Carpentry/Upholstery

0441 Air Powered Gun (disconnecting, loading, reconnecting)

0442 Cardboard Stripping Dispenser

0155 Caps for Waterbed (fabricating)

0106 Carrier (painting)

0617 Ceramic Tiles (staining frame pieces

0111 Corners of 2-sided Caps (finishing)

0479 Dowels (sawing)

0666 Ends (cutting)

0044 End Blocks for Waterbed (drilling)

0439 End Pieces for Waterbed (finishing)

0116 Forty-five Degree Cuts on 3-Sided Caps with Radial Arm Saw (making)

0231 Furniture (refinishing)

0113 Lumber Caps (building)

0112 Pallets, 3 over 4 Stringers (building)

0488 Rattan Furniture (clamping)

0489 Rattan Furniture (nailing)

0230 Rattan Furniture (stapling and cutting rattan wrapping)

0568 Rattan Furniture (wrapping)

0599 Rattan Furniture (wrapping joints)

0566 Sandpaper Block (assembly)

0218 Seats for Bench Caps (fabricating)

0438 Side Boards & Headpieces for Waterbeds (upholstering)

0437 Three-Sided Waterbed Caps (upholstering)

0440 Waterbed Upholstered Side Caps (belting straight ends)

0542 Wood Blocks (branding)

0565 Wood Blocks (sanding)

Crafts

0467 Basket (weaving)

0515 Bisque (washing)

0361 Clay (wedging)

0072 Clay (cutting)

0036 Clay Beads (making)

Crafts (continued)

0435 Clay Pieces (inspecting - quality control)

0026 Clay (rolling)

0451 Ceramic Glazing (brush)

0213 Floor Loom (using)

0432 Greenware (cleaning)

0131 Hand Glazing

0303 Kiln (washing)

0305 Kiln (loading)

0304 Kiln (unloading)

0300 Kiln (firing) #1

0302 Kiln (firing) #2

0286 Lap Loom (weaving)

0083 Loom (using)

0198 Macrame (square knot and alternate square knot tying)

0447 Porcelain Necklace (measuring and cutting cord)

0054 Redwood Baskets (banding)

0616 Rug (hooking)

0060 Slip Knot (tying)

0005 Square Knot (tying thin cord)

0307 Stilts (cleaning)

0404 Wind Chimes (cutting large tops)

0403 Wind Chimes (cutting small tops)

0071 Wind Chimes (dipping in glaze)

0453 Wood (staining)

0454 Wood (staining)

Folding/Collating/Bundling

0427 Beckman Bag (folding)

0085 Binder (filling)

0183 Binder (filling with collated materials)

0162 Boxes for Lindy Pens (folding)

0070 Collating

0445 Cookbook (collating)

0505 Forms (collating & stapling)

0534 Gift Tea Box (folding)

0582 Instructions (folding)

0018 Keystone Boxes (folding)

0425 Labeled Sheets (collating)

0055 Mail (bundling)

0462 Mailers (folding)

Assembly (continued)

Microfiche Reader (con't)

0625 Power Cord Prep.
0158 Shrink Tube (cutting)
0192 Inspection

0544 Mini Tape Planter
0041 Miniature Golf Course
0596 Motor Flush Unit
0264 Newspaper Pillow (making)
0063 Nipple
0527 Non-refillable Ink Pens
0388 Nut, Washer, and Bolt
0210 O-Ring Coupling
0094 O-Ring in Coupling
0290 Packing Boxes (taping and assembling)
0481 Phone Receiver (disassembly)
0147 Plastic Slides
0545 Pop-up Sprinkler
0310 Power Supply Chassis
0574 Primer Tray
0554 Prodelin
0558 Prodelin Coupling
0560 Prodelin Coupling
0211 Projector Screen
0032 Rainbird Sprinkler
0487 Rattan Bunch Table
0156 RCBS Rod & Keeper
0268 RCBS Bolts & Washer
0046 RCBS Power Trickler
0319 Redwood Planter
0361 Sailboat Winch
0179 Schlage Backsets
0034 Screw Pivot
0057 Ship in a Bottle
0628 Shipping Boxes
0353 Shipping Cartons
0016 Shower Head
0423 Simpkins Color Card
0362 Single Cyclinder Deadbolt Lock
0025 Single Rose Box
0052 Skateboard
0331 Skateboard Wheel
0458 Slide Plate
0553 Spin-o-Lok
0555 Spin-o-Lok

Assembly (continued)

0080 Spreader Body: Steam Iron Water Pump (sub-assembly)
0092 Sputum Collection System Kit
0245 Strap Assembly (cutting square ends on strap)
0250 Strap Assembly (cutting Strap to lenth
0251 Strap Assembly (Swage tip on strap with kick press)
0252 Strap Assembly (rivet & buckle)
0398 Terminal Strip (Kit 2-A) (building)
0395 Terminal Strip (Kit 2-B) (building)
0396 Terminal Strip (Kit 2-C) (building)
0397 Terminal Strip (Kit 2-D) (building)
0383 Terminal Board (Kit 3-A) (building)
0384 Terminal Board (Kit 3-B) (building)
0385 Terminal Board (Kit 3-C) (building)
0288 3-M Packing Carton (taping (and assembly)
0259 36 Jumper with Bus Bar
0216 Tie Bar and Bail
0058 Top Slides
0111 Tube and Clamp
0193 Turnbuckle
0289 Two-Loop Bow
0161 Wheel Pivots
0329 Wooden Chain Links
0622 Wood Frames
0061 Zee Medical Kit

APPENDIX ITEM #3

COMPLETED TASK ANALYSES
PRODUCED BY THE PARTICIPANTS IN
THE CALIFORNIA PROJECT
(June 1976 through June 1978)

VOCATIONAL

Assembly

0064 Actuator
0457 Actuator
0233 Actuator #289-718
0009 Adapter
0049 Anti-Freeze Coolant Saver kit
0257 Backplane
0001 Bail and Band
0073 Ball Point Pen
0002 Battery Tester
0136 Bellows, Steam Iron
0078 Blades
0021 Block and Bolt
0128 Body: Steam Iron Water Pump (sub-assembly)
0291 Box (assembling & stamping)
0317 Boxes (gluing)
0220 Buckle (42") Strap
0209 Bus Bars (disassembly)
0124 Cap: Steam Iron Water Pump (sub-assembly)
0047 Capacitor Assembly (pre-assembly)
0003 Caps and Adapter
0150 Caribou Mountaineering Toggle Strap
0151 Caribou Mountaineering Buckle Straps
0152 Caribou Mountaineering Zipper Pulls
0580 Case Lube Pad 6-Pack
0267 Catalogue
0456 Coda Communication Electronics
0510 Computer Band
0459 Control Bracket
0414 Crystal Necklace

Datamate 100

0624 Fuse Holder Prep
0450 Mechanical Assembly
0443 Electrical Assembly
0365 Lampholder Assembly
0445 Tie-Wrap - Anchors and Ties
0444 Switch Removal

0121 Dead Bolt
0142 Donner Box #125
0265 El Fab Electronics
0118 Electrical Extension Switch
0165 Enema Bucket
0008 Eye Dropper
0199 Felt Tip Pen
0043 Flashlight
0143 Flat Bottom Solenoid
0127 Flextube & Cap: Steam Iron Water Pump (sub-assembly)
0604 Frames for Bird Feeders
0670 Funbrellas
0293 Fuse Holder (disassembly/assembly)
0464 Galaxie Camera Gift Kit
0298 Galaxie Camera Mailing Carton
0461 Galaxie Camera Paper Packet
0465 Galaxie Camera Standard Pack
0563 Gift Top
0125 Glass Tube: Steam Iron Water Pump (sub-assembly)
0081 Grocery Stamper (disassembly)
0140 Grocery Stamper (re-assembly)
0149 Hanger Brackets
0068 Hobart Power Shredder
0135 Hobart Power Mixer
0509 Idler and Arm
0077 Jamb Bracket
0004 Kite Harness
0508 Lavender Top
0575 Lock Ring
0535 Logic Manuals for 3410/3411 machine
0370 Macrame Key Chain
0571 Mail Box Fronts
0463 Mailer Box
0276 Meat Slicer (disassembly)
0168 Memo Pad (assembly)

Microfiche Reader

0033 Mechanical Assembly
0367 Electrical Assembly

AFFILIATE AGENCIES MAILING ADDRESSES (Cont.)

VENTURA CLUSTER

Work, Inc.
324 State Street
Santa Barbara, Calif. 93101

Clark Care Home
460 Fellowship Road
Santa Barbara, Calif. 93109

Camarillo State Hospital
P. O. Box A
Camarillo, Calif. 93010

Ventura County Association
for the Retarded
1732 Lewis Road
Camarillo, Calif. 93010

Ventura County Association
for the Retarded
3150 School Street
Simi Valley, Calif. 93065

SAN DIEGO CLUSTER

North County Opportunity and
Development Center
1221 Ridge Road
Vista, Calif. 92083

New Haven Home
216 W. Los Angeles Dr.
Vista, Calif. 92083

San Diego County Association
for the Retarded
3035 G Street
San Diego, Calif. 92102

Angels Unaware
1374 E. Lexington
El Cajon, Calif. 92021

Starlight Center
1280 Nolan Avenue
Chula Vista, Calif. 92011

Sierra Vista High School
325 East Bobier Drive
Vista, Calif. 93083

Grossmont Work Training Center
c/o Grossmont Union High School
Special Education Program
P. O. Box 1043
La Mesa, Calif. 92041

Viking Center
1725 Hillsdale Road
El Cajon, Calif. 92020

Arrow Center
3035 G Street
San Diego, Calif. 92102

APPENDIX ITEM #2

AFFILIATE AGENCIES MAILING ADDRESSES

REDDING CLUSTER

Feather River Opportunity Center
1650 Broderick Street
Oroville, Calif. 95965

Tehema County Opportunity Center
Route 1 Box 1100
Red Bluff, Calif. 96080

Work Training Center
2233 Fair Street
Chico, Calif. 95926

NAPA CLUSTER

Vallejo Development Center
P. O. Box 9
Solano County Fairgrounds
Vallejo, Calif. 95590

Larsen Center
1707 California Dr.
Vacaville, Calif. 95688

Sonoma State Hospital
Eldridge, Calif. 95431

Ukiah Valley Rehabilitation Workshop
2600 Eastside Road
Ukiah, Calif. 95482

SAN JOSE CLUSTER

Skills Center
950 41st Street
Santa Cruz, Calif. 95062

Poplar Center
515 Poplar Avenue
San Mateo, Calif. 94401

HOPE Rehabilitation Services
1539 Parkmoor Plaza
San Jose, Calif. 95128

San Jose Unified School District
1605 Park Avenue
San Jose, Calif. 95128

STOCKTON - SACRAMENTO CLUSTER

Opportunities for the Handicapped
3340 Marysville Blvd.
Sacramento, Calif. 95838

Stockton State Hospital
510 E. Magnolia Street
Stockton, Calif. 96202

Starr King Exceptional School
4848 Cottage Way
Carmichael, Calif. 95608

Greengate School
285 W. Beamer
Woodland, Calif. 95695

LOS ANGELES CLUSTER

Pacific State Hospital
P. O. Box 100
Pomona, Calif. 91766

Diversified Industries
534 W. Brooks Street
Ontario, Calif. 91761

OPARC School
9160 Monta Vista
Montclair, Calif. 91763

Valley Light Industries
822 North Grand Avenue
Covina, Calif. 91724

Pomona Valley Workshop
5607 Brooks Street
Montclair, Calif. 91763

Having read this Agreement and its Appendix, we agree to the provisions described.

For The California Project

_____ _____
Director Date

_____ _____
Regional Coordinator Date

For the Affiliate Agency (_____)

_____ _____
(Title: _____) Date

_____ _____
Chairperson of governing body (optional) Date

The Participants

_____ _____
(Title: _____) Date

_____ _____
(Title: _____) Date

_____ _____
(Title: _____) Date

III. The Participant agrees to:

A. Meet the criteria for competency in applying and teaching the Try Another Way approach. (See Appendix for description of objectives and criteria.)

B. Complete training assignments.

C. Participate in training sessions (individually and in a group) scheduled by the Project Regional Coordinator.

D. Report information related to Project goals as requested by Regional Coordinator, state agency staff, or external evaluators.

E. Communicate concerns about the course of involvement with the Project to the Project Regional Coordinator.

F. Contribute to Project information sharing (through video-taping, submission of written reports for technical bulletins, project news, public presentation, etc.).

G. Accept credit for successful and innovative work.

II. The Affiliate Agency administrator (person signing the agreement for the Agency) agrees to:

A. Select Participants in mutual agreement with the Project Regional Coordinator.

B. Provide adequate training space for the use of Participant staff and the Project Regional Coordinator for training purposes.

C. Provide Participant staff with release time from routine assignments to receive training from the Project Regional Coordinator.

D. Schedule Participant's routine work time and assignment to maximize application of skills acquired through involvement with the Project.

E. Release Participants to be away from the Agency for an average of two work days per month. This time is for Participant training purposes as determined by the Project Regional Coordinator. The days specified are an average and may be more in some months and less in others. (The Agency can expect adequate prior notice of the times.)

F. Provide Participants with opportunities to teach other trainers the Try Another Way approach.

G. Communicate to the Director of the Project and/or the Regional Coordinator concerns about the course of the collaboration between the Agency and the Project.

H. Make available to Project staff, state agency employees, or outside evaluators, information bearing on the evaluation of the Project. The information will be provided within the Agency's pre-established policy regarding confidentiality.

I. Allow the affiliate agency to be publicly identified in Project media and presentations.

J. Allow materials developed by Participants using the Try Another Way approach to be distributed by the Project.

K. Meet with the Director of the Project as needed to review this agreement and to discuss the course of the affiliation in general.

L. Accept credit for Agency and Participant success through written comment, video-taped interviews, talks to groups, etc.